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ABSTRACT

This study examined the effects of SERVOL's (Service Volunteered for All) Adolescent Development Programme (ADP) on participants in Trinidad 10 years after participation. The ADP was developed as a 3-month program in 1981 to develop the social skills of adolescents between the ages of 16 and 19, and focused on self-understanding, emotions and everyday problems, parenting skills, and motivation for further academic or job skills. Participating in the study were 79 men and women in their twenties, 40 of whom had been ADP participants and 39 comprising a comparison group. Information was collected through interviews carried out with the former SERVOL trainees and similar adults forming the comparison groups, as well as parents, employers, and community leaders. Findings indicated that the former SERVOL trainees benefited from the program: they became better parents, had improved communication with their own parents, and developed high levels of self-esteem. These findings were reinforced by parents, community leaders, and employers. There was also some support that the SERVOL training led to postponement of childbearing for female participants, but not postponement of parenthood by male participants. The comparison group, however, also performed well as parents, were dedicated and resourceful at work, and most were well regarded by parents, community leaders, and employers. The former SERVOL trainees themselves believed that the course enhanced their parenting skills and had a positive impact on their lives. Recommendations for possible improvement of the program include adapting the program for inclusion in the school curriculum and developing strategic alliances with regional and international organizations. (Five appendices contain the surveys used for the SERVOL intervention group and the comparison group, and list the interview questions for parents, community leaders, and employers.) (KB)

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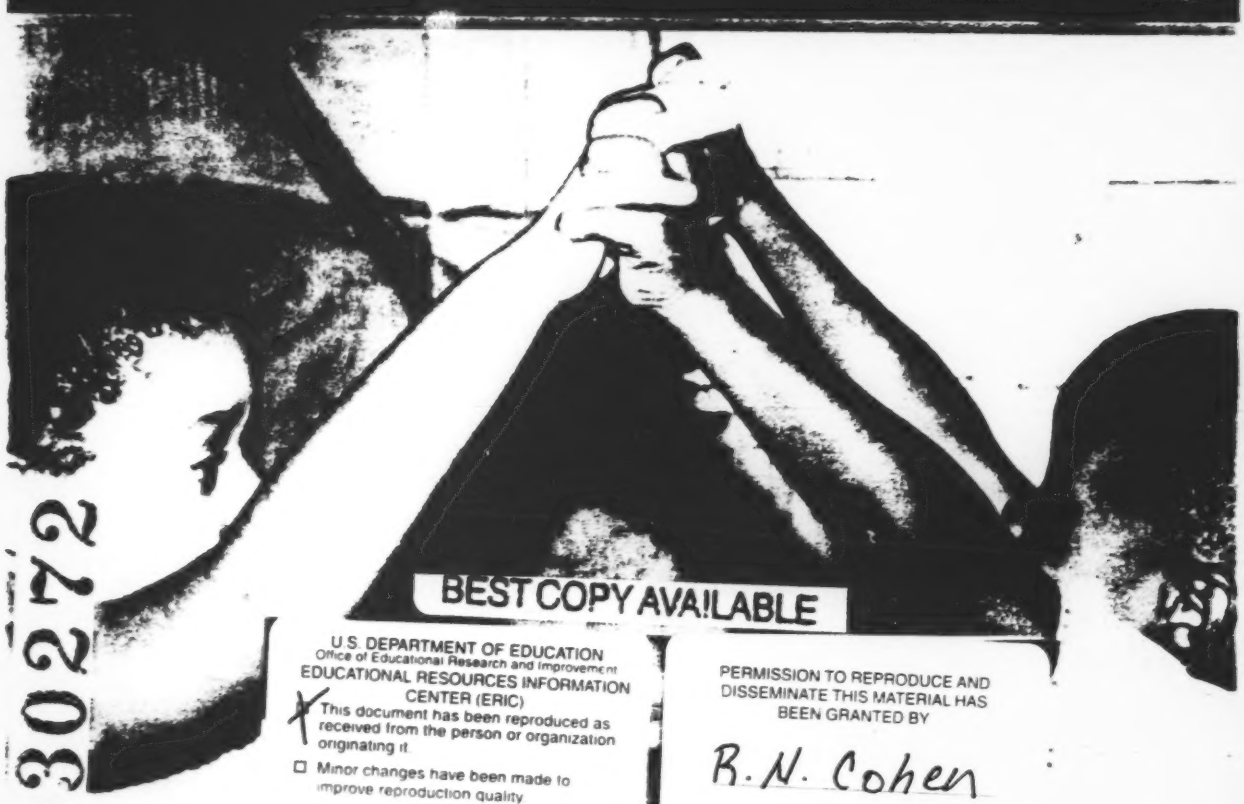
Early Childhood Development: Practice and Reflections

To handle life's challenges

A tracer study of Servol's Adolescent Development Programme in Trinidad



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About the Bernard van Leer Foundation

The mission of the Bernard van Leer Foundation is to enhance opportunities for children 0-8 years, growing up in circumstances of social and economic disadvantage.

The objective is to develop children's innate potential to the greatest extent possible. We concentrate on children 0-8 years because research findings have demonstrated that interventions in the early years of childhood are most effective in yielding lasting benefits to children and society.

We accomplish our mission through two interconnected strategies:

- a grant-making programme in 40 countries aimed at developing contextually appropriate approaches to early childhood care and development; and

- the sharing of knowledge and know-how in the domain of early childhood development that primarily draws on the experiences generated by the projects that the Foundation supports, with the aim of informing and influencing policy and practice.

The Bernard van Leer Foundation was established in 1949. Its income is derived from the bequest of Bernard van Leer, a Dutch industrialist and philanthropist, who lived from 1883 to 1958.
Bernard van Leer was the founder of the Royal Packaging Industries Van Leer.

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A tracer study of Servol's Adolescent Development Programme in Trinidad

February 2002

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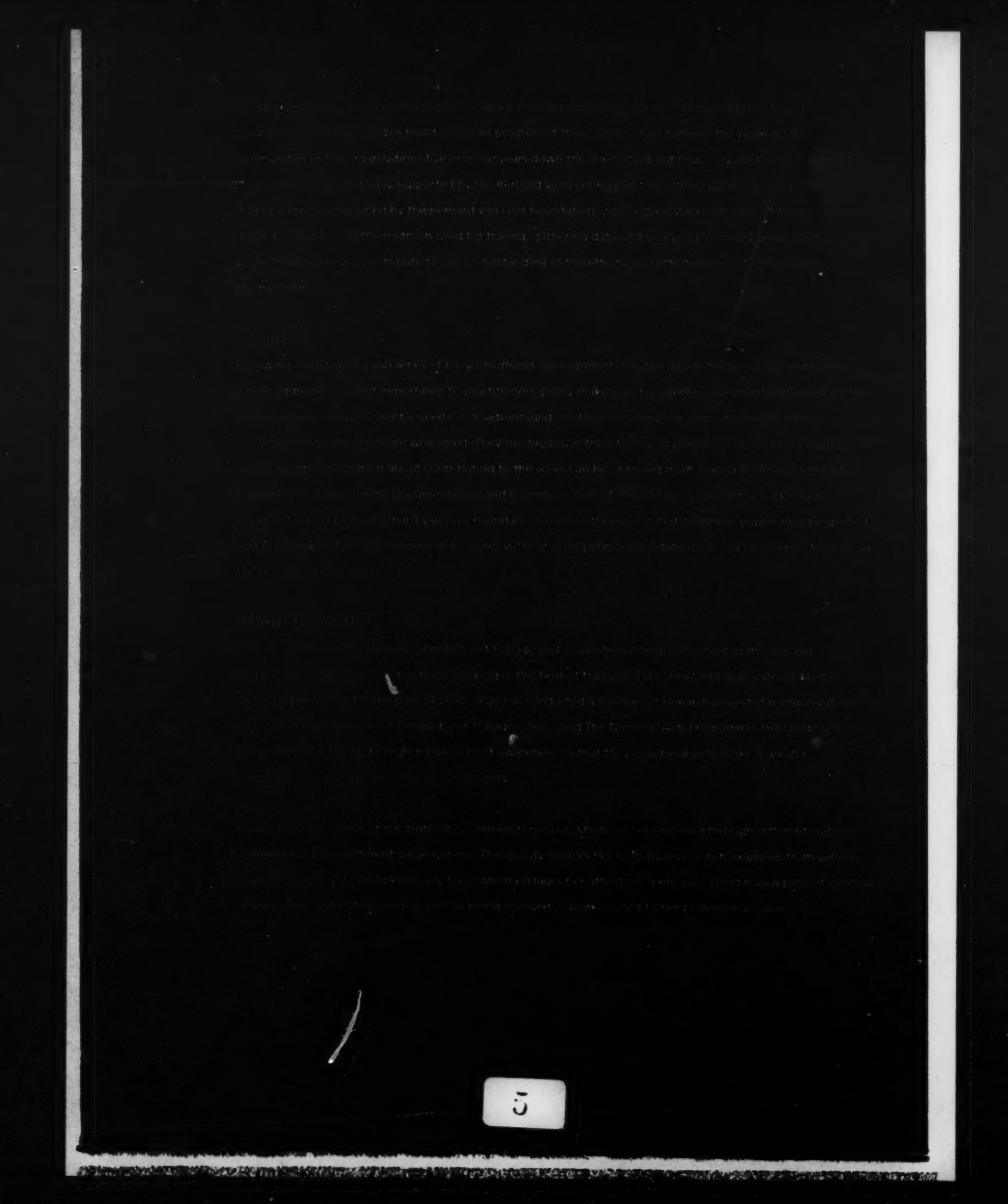

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Foreword

Adolescents are the parents of today and tomorrow, responsible for nurturing the next generations and the future development of our society. This Tracer Study looks at 79 men and women in their twenties; 40 of them had participated in the Adolescent Development Programme (ADP) run by SERVOL in Trinidad almost 10 years earlier, while the other 39 comprised a comparison group.

The Bernard van Leer Foundation has been associated with SERVOL since its earliest days in the 1970s, when it began to develop programmes in Trinidad and Tobago for young people at each end of the formal education system: young children and adolescents. While the Foundation's support over the years was almost entirely for the organization's early childhood programme, our particular interest in this study was to find out what effects, if any, participation in the ADP had on the former trainees in terms of parenting, nurturing and childrearing in general. What has been found in these areas is slight, but compensated for by the richness of the data on the trials and tribulations of 79 Trinidadians in their 20s who are doing their best to meet the challenges that life is throwing at them. And, most encouragingly, all those who are parents care very much about the future of their children.

The ADP grew out of SERVOL's early experiences during the 1970s, which attempted to impart skills to adolescents and prepare them for the world of work. Although skills were acquired, the young people had difficulty in holding down jobs because of their own attitudes to life and work – which were a consequence of their early life experiences. The ADP thus works to enhance their understanding, their self-esteem and their confidence, in short, to help them to handle life's challenges.

This Tracer Study has looked at a selection of former participants to find out how they were faring, with particular attention to the main criteria, or topics, that form part of the programme: childbearing, nurturing children, caring for the elderly, communication, emotional development, creativity and aspirations, achievements, spiritual development, self-esteem.

There can be no doubt that programmes for adolescents are important, and this study demonstrates that participation in the ADP had a beneficial effect on the participants, many of whom came from backgrounds of disadvantage and abuse. They are employed and well thought-of by their employers; they have good levels of self-esteem and confidence; they are tolerant of others, including the elderly and members of different religions; they have better relationships with their parents than before; they are good communicators; and they believe

During the Adolescent Development Programme the young people get the opportunity to try out new skills, photo: SERVOL.

that the course enhanced their parenting skills. These are all substantial achievements. It must also be said that the differences between former ADP participants and the respondents in the comparison group were slight. The latter are also caring parents, are well thought-of by their employers and are generally tolerant and confident.

We have to note that the comparison group was a post facto selection of persons recommended by former trainees and community leaders, and they were not a complete match in terms of age range or educational background. Of the 39 non-ADP respondents, 20 had attended other forms of personal training, although none of the courses were as intensive as the ADP. Even so, it is justifiable to ask why so few differences were found between the 40 people who had gone through the ADP and the nine respondents in the comparison group who had received no other form of similar training.

But there are some subtle distinctions to be found. For example: there is evidence of postponement of childbearing among former female ADP trainees; former trainees had fewer problems finding jobs than the comparison group, and as satisfaction with life seemed to be closely related to employment, they enjoyed higher levels of satisfaction; participation in the ADP seems to have influenced later choices concerning education and training. All of the former ADP trainees felt that the programme had a positive impact on their lives. These differences, though small, are telling when set against the background of the former trainees.

And, as SERVOL says, 'We are not suggesting that the ADP is "better than any other form of training". All we are maintaining is that we take some 1,800 adolescents a year and witness significant improvement in attitude, self-esteem, punctuality, work ethics, responsibility, motivation and respect for others in about 90 percent of them, year after year. This result has been duplicated in other ADP centres in the Caribbean, South Africa and Ireland.'[1]

As someone who spent time with Servol some 10 years ago and spoke with many of the young people before, during and after their participation in the ADP, I know that the 14-week course makes a difference in their lives. What this Tracer Study shows us is that the differences are lasting.

The tracer studies

The early childhood interventions supported by the Foundation are action projects that are implemented by locally based partners in the field. Their objectives are concerned with developing and improving the lives of children and their families and communities in the

1 Communication from Sr Ruth Montrichard, Executive Director, Servol, February 2001.

here and now, based on the hypothesis that this will lay the foundations for improved opportunities in the future. These projects have not been conceived or implemented as research studies in which children/families have been randomly assigned to 'treatment' or 'control' groups, and they have not usually been subjected to tests or other research instruments.

Evidence exists on the longer term effects of early childhood interventions, much of it coming from longitudinal studies that have been implemented as research projects in industrialised countries. The outcomes are mixed, although usually fairly positive. Other evidence, mostly anecdotal, is available from early childhood projects such as those supported by the Foundation, and again, this is mostly positive.

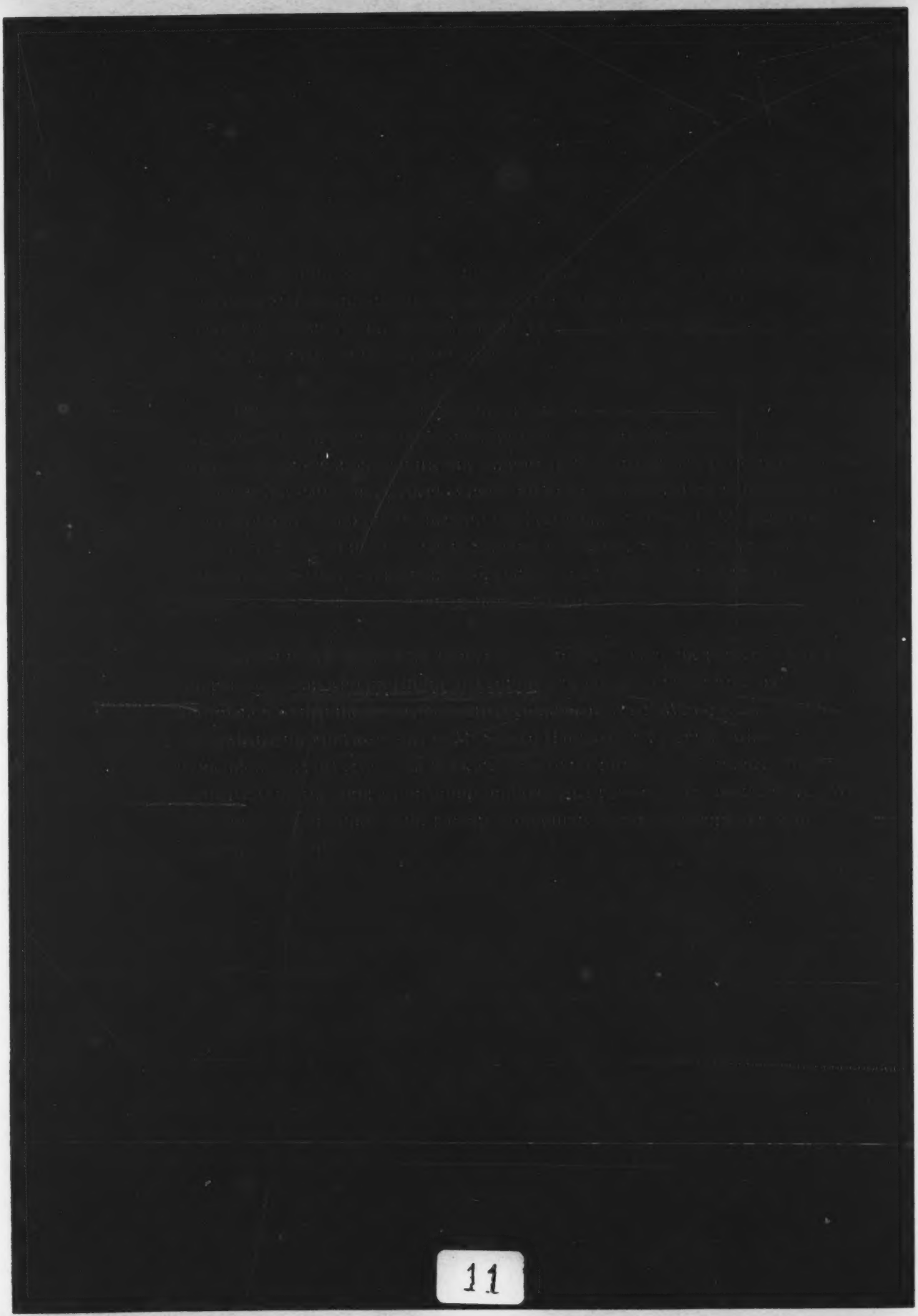
In 1998, after more than 30 years of support for field projects, the Foundation decided to commission a number of studies that would trace former participants of projects to find out how they were faring a minimum of five years after they had left the programme. Although evaluation has been a major element in early childhood programmes supported by the Foundation, we had never gone back to find out how people are doing a number of years later.

Other similar studies are taking place, or have been completed, in countries as widely spread as Jamaica and Kenya, Israel and India, the USA, Ireland, Colombia and Botswana. Each of the programmes studied is different in its target group, in its context and in its strategies. This means that the methods used to trace former participants and discover their current status are almost as varied as the original programmes. We are emphasising an anthropological and qualitative approach that uses small samples of former participants, matching them where possible with individuals/families that share similar characteristics for the purpose of comparison.

Our intention is to share the results of the individual studies with as wide an audience as possible, as well as to undertake an analysis of a group of the studies to see what lessons can be learned in terms of both outcomes and methods.

We anticipate that each study report will be a source of learning and reflection in its own context and country as well as for a wider public. As a whole, we hope that these exercises in following footsteps will contribute to a better understanding of the effects, and effectiveness, of early childhood programmes.

Ruth N Cohen
Bernard van Leer Foundation



Executive summary

This study has set out to discover the effects of SERVOL's Adolescent Development Programme (ADP) on participants 10 years after participation. The ADP is a programme that began in the 1980s and now trains some 1,800 young people throughout Trinidad each year.

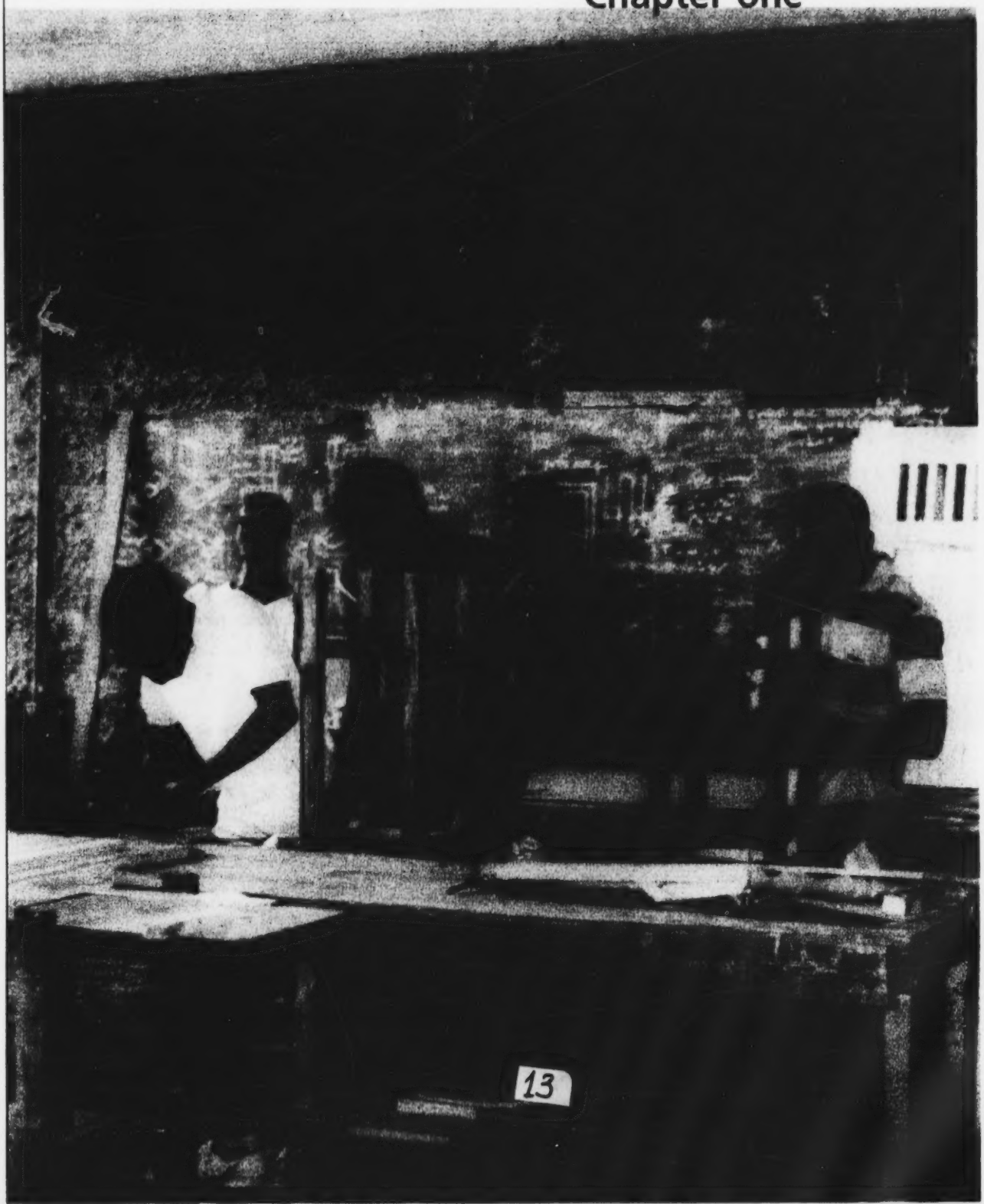
Interviews were carried out with 79 respondents, of whom 40 were former SERVOL trainees and 39 were individuals with similar characteristics who formed a comparison group. The respondents were drawn from four regions of Trinidad: Diego Martin, Beetham, El Socorro and Chaguanas. Parents, employers and community leaders were also interviewed to learn more about respondents from the two groups.

The analysis is based on a number of criteria that are central to the ADP, including childbearing, nurturing, caring for the elderly, communication, emotional development, creativity and aspirations, achievements, spirituality and self-esteem. Results indicate that the former SERVOL trainees benefited from the programme in that they became better parents, had improved communication with their own parents, and developed high levels of self-esteem. These findings were reinforced by parents, community leaders and employers. In the case of the female former trainees, there is some support for the view that exposure to SERVOL training has lead to the postponement of childbearing. This, however, was not clearly evident in the case of males.

With respect to the comparison group, it was found that they had also performed well as parents, were dedicated and resourceful at work and that most of them were well regarded by their parents, community leaders and employers.

There were similarities between the two groups from the standpoint of parenting and caring for the elderly and differences with respect to levels of self-esteem. Although the ADP seems to have succeeded in satisfying the stated objectives of the programme, some recommendations have been presented for possible improvement.

Chapter one



Introduction

The twin island Republic of Trinidad and Tobago has been described as the most cosmopolitan in the Caribbean region. With a population of about 1.3 million people, it is a plural society comprised mainly of descendants of Africans and Indians, people of mixed race, and smaller proportions of people of other races (Europeans, Chinese, Syrians, Lebanese). It is the most southerly of the Caribbean islands and the nearest to the South American continent.

Each ethnic group has made its impact upon the culture of the country, with the strongest influence coming from the Europeans as far as language, education and formal social institutions are concerned. There are also very strong African, Indian and, to a lesser extent, Chinese influences in the culture of the society. It is not always possible to separate the distinct strands, particularly in areas where several influences have come together to create what may best be described as a *Trini* trait.

The modern history of Trinidad and Tobago has its foundations in slavery, indenturing and colonialism. Trinidad, the home of the native Caribs and Arawaks in pre-Columbian times, was a colony of Spain for almost 300 years from the time of the arrival of Columbus in 1498; it came under British domination in 1797. Although slavery was initiated by the Spanish, it proliferated under the British until 1834, the official date of emancipation. After 1834, there were four years of 'apprenticeship', during which the slaves were putatively prepared for freedom. In reality, slavery came to an end in 1838. Slavery had serious social, cultural and psychological consequences for those who were enslaved. During the four centuries of its existence, many cultural traits were lost, including characteristic modes of doing business and the keen sense of family that existed in West Africa.

In this plural society, economic and social change has not yet created equity among the different groups, and while there are no formal barriers to economic and social participation, there is segregation in many areas. However this may be regarded, there has been social and economic inequity, with people of African ancestry faring the worst in the most recent past.

The emergence of SERVOL (Service Volunteered for All) and its Adolescent Development Programme (ADP) has to be examined in the context of the evolution of the society of Trinidad and Tobago.

The ADP is a three-month programme that started in 1981 with the objective of developing the social skills of young

Making furniture for the early childhood programme in the carpentry workshop, photo: Ruth Cohen.

people, aged between 16 and 19 years, who hope to participate in SERVOL 's technical skills development courses. The overriding objective of the ADP is to assist youths in becoming responsible adult citizens, by demonstrating socially acceptable behavioural patterns, attitudes and lifestyles.

History of SERVOL

SERVOL is a non-governmental organization (NGO) that was established in 1970 with two main areas of work: (1) infants and young children and (2) adolescents. Its primary commitment is toward developing youth in Trinidad and Tobago so that they can become responsible adult citizens. These young people have been predominantly of African descent and reside in the urban areas of the country. They had become restive in the context of an economic system that had failed to create employment on a scale necessary to absorb them. Moreover, they were disproportionately under-represented in the more prestigious sectors of the economy.

SERVOL was born in a period of acute crisis in Trinidad and Tobago. In 1970, the urban masses of the country were in open revolt against the Government, which had won a popular mandate to form the second administration following the achievement of independence. There were a number of currents that led to the explosion, each adding more oil to the fire.

The Government had found itself embattled with a section of the trade union movement that was hostile to legislation circumscribing the right to strike. In a period of rising unemployment, the Government was attempting to control wage increases, which were felt to retard employment. The unions were engaged in pitched battles in the work place and were very disruptive to public transport and other sectors.

Meanwhile, the industrialization promoted by the Government had not generated the expected employment. Unemployment was particularly severe among young school leavers. Many were leaving an educational system that had started to expand but was not geared to the limited employment opportunities that were being created. Moreover, the strategy of import-substitution soon ran up against the limits of a small domestic market, which had not been made much better by the process of regional integration through the Caribbean Free Trade Association.

At the same time, the Black Power riots in the United States served as an inspiration in Trinidad and Tobago – a society in which a small white community had pre-eminence over the much larger African and Indian communities in such areas as high-status employment in banking and finance. Stokely Carmichael, subsequently known as Kwame Toure, is the one who coined

the rallying cry 'Black Power' in the United States. He was a Trinidad-born naturalized American, and the slogan found a ready echo in the context of Trinidad and Tobago, where race and ethnicity remained major factors in the distribution of income and wealth in 1970. The involvement of a number of Trinidadians in racial riots at a Canadian university and their eventual deportation was another factor. A revolt within the army in Trinidad eventually set the country alight and was only subdued with the help of loyal troops. As a result, 1970 is viewed as a landmark in the history of Trinidad and Tobago.

This is the environment into which SERVOL was born. Fr Gerard Pantin, a Catholic priest, was inspired to design a programme to bring hope to disaffected youth in a very volatile part of the country. The project found sympathy from Wes Hall, who was a high-profile West Indian fast bowler (in the sport of cricket) of great repute among young people, and he was recruited into this voluntary effort. SERVOL was to go on to make a tremendous impression on the society and to revolutionize the delivery of training to young people.

SERVOL's original strategy was to develop the technical competencies of youth by providing them with training in areas such as carpentry, welding, home care assistance and so on – skills that would enable them to obtain employment or to become entrepreneurs. SERVOL began its operations in the Beetham Estate, which was, and still is, described as one of the most socially and economically depressed areas of Trinidad and Tobago. The Beetham Estate is situated in close proximity to Port of Spain, the capital of Trinidad. Tobago has its own capital, Scarborough.

During the 1970s, because of the massive influx of oil revenues, the Government assumed the major responsibility not only for the physical and social infrastructure of the country but also for directly productive economic activity. This changed with the collapse of oil prices in the early 1980s, and the economy of Trinidad and Tobago was almost in free fall. This period constituted the next great leap in SERVOL's development.

The collapse of oil revenues forced the Government to reduce public expenditures of all types, which had major ramifications on employment. Unemployment soared to levels unprecedented in the history of the country, and unemployment among young people was even more acute than the national average of 22 percent. SERVOL's new programme was designed in the midst of this crisis and was targeted at making its clients capable of adjusting to the reality of the workplace as well as being productive citizens and contributors to their communities.

In 1981, SERVOL's Adolescent Development Programme began as an

attempt to address the psychological and social needs of adolescents between the ages 16 and 19 at two Centres: Beetham and Forres Park.

The purpose of the programme has always been to help young people to

- better understand themselves;
- better handle their emotions and everyday problems;
- become more enlightened, better equipped and more responsible parents;
- become motivated to better equip themselves academically and/or with marketable skills.

In response to the Government's request in 1986 to disseminate the programme throughout the country, SERVOL expanded to 30 ADP Centres (although subsequent Government budget cuts reduced the programme to 20 areas). A modified version of the ADP has since been introduced to many secondary schools, including one 'prestige' secondary school, again with positive results. And between 1990 and 1991, the programme was introduced to the juvenile prison Youth Training Centre (YTC), Rebirth House and St. Dominic's Children's Home (however, the programme was discontinued in the latter two because of administrative difficulties and differences in core principles).

The Adolescent Development Programme

Young people applying to SERVOL are required to participate in the ADP before undertaking a skills training course. The need for such a course was recognized gradually, and its content and methods have evolved over the years and continue to evolve as changes occur in the local environment. The basis of this is a realization that learning skills is not enough for the young people coming to SERVOL. They have low achievement records from school, their family life is frequently shattered, and many have been subjected to physical and/or emotional abuse. Their state of mind is often such that, even if they are able to acquire marketable skills, their attitudes to life and work make them almost unemployable. However, what they lack most is self-esteem and confidence.

In 1991, because there were insufficient places, only 65 percent of ADP graduates moved on to skills training. Following expansion of training opportunities, the current proportion is 95 percent.

SERVOL's philosophy of respectful intervention has been achieved by responding to requests and assisting any community willing to set up its own programme. It has supported these initiatives through

- training teachers and instructors;
- monitoring the projects;
- organizing funding to meet the needs of the programme

Chapter two

The research

The aim of this study was to follow up a sample of former ADP trainees in order to find out how they were faring after a period of almost 10 years, and what effects, if any, the ADP has had on their lives since they completed the programme.

The principal criteria were based on the central elements of the ADP: childbearing, nurturing children, caring for the elderly, communication, emotional development, creativity and aspirations, achievements, spiritual development, self-esteem.

Methods included interviews with a sample of former ADP trainees, interviews with a comparison group of young people from similar backgrounds and interviews with parents, employers and community leaders known to the trainees and members of the comparison group. In addition, documented material generated by the participants and other relevant sources, such as newsletters, articles and texts were examined, statistical analyses were done where appropriate and relevant, and all the data collected underwent a content analysis.

Selection of respondents

The intention was to target 40 former SERVOL trainees – 20 males and 20 females between the ages of 25 and 27 – who had participated in the ADP in 1991. The researchers selected 10 trainees each from the four lists that were provided by SERVOL. These included the names and addresses of ADP participants during 1991 at the four centres of Chaguanas, Beetham, Diego Martin and El Socorro. These centres were chosen by SERVOL because of their geographic and ethnic distribution; it should be understood that ADP trainees, and thus respondents, were drawn from the environs of these areas and not only urban settings. A purposive sampling approach was used to select the students. However, it should be noted that it was difficult to locate some of the trainees and two were not willing to be interviewed. In one case, this unwillingness had to do with the trainee's discomfort in her present living situation. In the second case, the respondent simply did not want to be interviewed.

For the purpose of comparison, an additional group consisting of 40 individuals was to be chosen from the same four areas. While they were expected to be similar to the former trainees in terms of their social background, age and place of residence, they had not participated in the SERVOL ADP.

The researchers used two methods to obtain participants for the comparison group. One was through referrals from the former SERVOL trainees of individuals in their respective areas who satisfied the research criteria, and the other was

Childcare is part of the Adolescent Development Programme, photo: SERVOL.

through community leaders in the four areas. It proved to be very difficult to obtain participants who satisfied all of the criteria and who were willing to participate in the study.

The actual inquiry consisted of 40 former trainees from SERVOL: 21 males and 19 females; while the comparison group consisted of 39 respondents: 18 males and 21 females. The distribution of respondents is summarized in Table 2.1.

Interviews

As a first step, a pilot study was undertaken to assess the effectiveness of the instruments and other relevant processes for the study (see the questionnaires in Appendix 1 and 2). This pilot study targeted respondents who were either former trainees of SERVOL or members of the comparison group consisting of persons who had never been exposed to SERVOL.

During the interviews, the researchers grouped questions together in order to achieve a better flow of responses. For instance, those participants who were parents were asked all of the questions pertaining to parental responsibilities regardless of where those questions appeared in the questionnaire. The researchers kept the atmosphere friendly, and because the respondents were comfortable, they talked openly about their experiences and volunteered information beyond what was specifically sought. During the interviews, which lasted one and a half to two hours, participants were allowed to examine and reflect on events that occurred at earlier stages in their lives.

Parents, employers, community leaders

In order to learn more about the respondents, the researchers sought qualitative data from persons known to the former trainees and members of the comparison group, and data were gathered from interviews with parents, employers and community leaders (see Appendices 3, 4 and 5). These informants provided information on their perceptions of the respondents' attitudes, behavioural patterns and lifestyles. Content analysis was used to evaluate their responses and to determine variations in respondents' attitudes,

TABLE 2.1: NUMBER OF RESPONDENTS INTERVIEWED, BY REGION, TRAINING STATUS AND GENDER

REGION	FORMER TRAINEES		COMPARISON GROUP	
	MALE	FEMALE	MALE	FEMALE
El Socorro	5	5	5	4
Chaguanas	5	4	5	5
Beetham	6	5	4	7
Diego Martin	5	5	4	5
TOTAL	21	19	18	21

behavioural patterns and lifestyles in the context of the principal criteria.

The analysis

In order to evaluate the effectiveness of the ADP, its major focal areas – the criteria – were examined in relation to the two groups of respondents. However, variations in these areas are not dependent only upon whether or not young people have been SERVOL trainees; other variables, such as interactions with the training exposure of such individuals and attributes such as gender and geographic location of life centres would be expected to have an influence, and these have also been examined.

No significant differences were found between the four centres, so these data have been aggregated. Where relevant, data are broken down by gender. Additional information to support the analysis includes the qualitative life histories taken from the questionnaires and anecdotal responses from the parents, employers and community leaders.

The quantitative and qualitative data that were collected permitted analysis of the characteristics, attitudes, behaviours and experiences of respondents from the two groups. Because of the non-probability character of the sample and its small size, the quantitative results have been used primarily to provide description, while the qualitative results provide substance.

The four areas

Predominantly East Indian in composition, *El Socorro* is located along the east-west corridor of Trinidad. The *Beetham Estate* is on the outskirts of the capital, Port of Spain, along the east-west corridor in an area with a high concentration of lower socio-economic groups. Its ethnic composition is predominantly Afro-Trinidadian. *Diego Martin* is located about 13 km west of Port of Spain, with a composition representing all socio-economic groups. The Borough of *Chaguanas* is located in central Trinidad and has an ethnic composition that is predominantly East Indian.

Profiles of respondents

Some of the educational and work-related experiences of the two groups of respondents are summarised in Table 2.2. It can be seen that members of the comparison group were more likely than former ADP trainees to have passed the Common Entrance Examination (85 percent versus 75 percent) and to have completed secondary school (72 percent versus 65 percent), which implies that at the age of 16 years – the minimum age of entry for the ADP – comparison group members were performing somewhat better than their ADP peers. However, we also see that former trainees were more likely than comparison group members to have continued their studies (15 percent compared to 10 percent) and to have had other training (62 percent versus 36 percent), which implies that

TABLE 2.2: LIFE HISTORY EXPERIENCE OF RESPONDENTS

LIFE HISTORY EXPERIENCE	FORMER TRAINEES					COMPARISON GROUP				
	MALE (N = 21)		FEMALE (N = 19)		TOTAL N = 40	MALE (N = 18)		FEMALE (N = 21)		TOTAL N = 39
	N	%	N	%	%	N	%	N	%	%
passed Common Entrance examination	15	71	15	79	75	14	78	19	90	85
completed secondary school	12	57	14	74	65	12	67	16	76	72
continued studies	2	10	4	21	15	2	11	2	10	10
other training	14	67	11	59	62	7	39	7	33	36
public participation	10	48	8	42	45	10	56	8	38	46
unskilled employment	9	43	6	36	37	8	44	8	38	41
semi-skilled employment	11	52	9	47	45	10	56	8	38	46
skilled employment	1	5	3	16	10	1	6	3	14	10
problems with the law	2	10	0	–	5	1	6	0	–	3

Note: Two females in the Comparison Group and one female in the Former Trainees Group had never been employed.

participation in the ADP influenced their later choices.

There are virtually no differences between the groups regarding participation in public activities (sports, drama, youth groups and church groups), types of work or problems with the law.

It is of interest to note that in general, females performed somewhat better than males in terms of passing the Common Entrance Examination (85 percent versus 74 percent), completing secondary school (75 percent versus 62 percent) and obtaining skilled employment (15 percent versus 5 percent). Although none of these differences is statistically significant, they indicate interesting trends.

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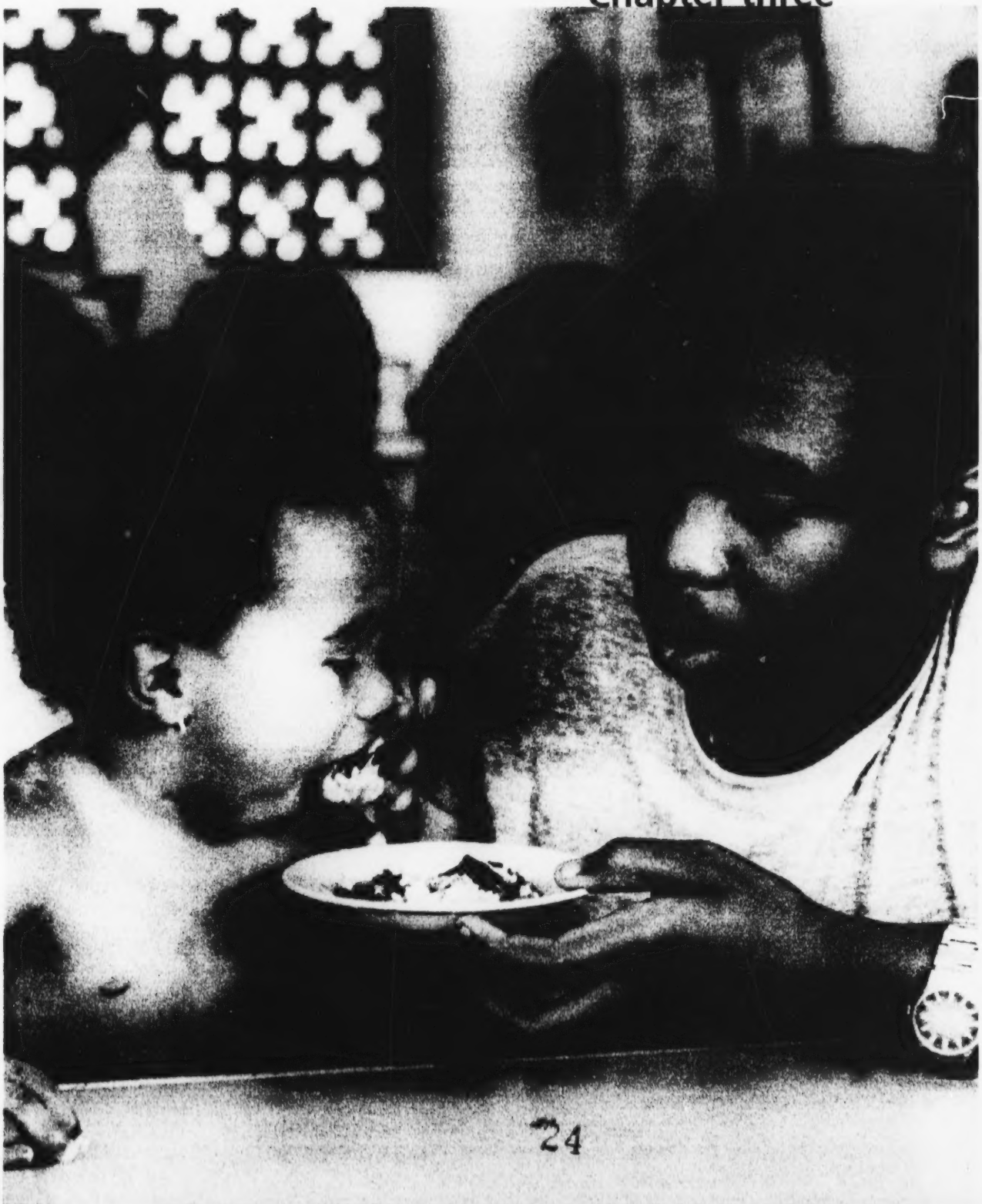
Chapter three



The interviews

In this chapter, we report on the findings of the study from the perspectives of the two groups of respondents. The chapter is arranged in sections according to the central criteria, given above.

Demographic characteristics

The ages of the 40 former trainees ranged from 23 to 29, with most between 25 and 27. The 39 members of the comparison group were between 21 and 31 years of age, with most either 25 or 26. The mean age of the former trainees who were parents was 25.7 for males and 26.1 for females. For the comparison group, this was 28.3 for males and 27.2 for females. The male respondents in the comparison group were, on average, older than the females, while the reverse was the case among the former trainees – the females being slightly older than the males.

Parenthood

On analysing parenthood, it was found that female respondents had been parents for longer than males, irrespective of training exposure. It is also worth noting that there was little or no difference between groups in the length of time they had been parents, irrespective of gender.

Table 3.1 shows the breakdown of respondents according to training exposure, gender and parenthood. More females were parents than were males, irrespective of training status, with the highest proportion of parents being among females from the comparison group.

Childbearing

Since this study is based upon former trainees selected from among participants in the SERVOL ADP during 1991, 1991 is used as a reference year, and childbearing subsequent to 1991 has been examined for respondents from the two groups. In this way, it should be possible to assess the effect that SERVOL might have upon childbearing. Table 3.2 shows that 38 male respondents and 36 female respondents were either childless or had had children between 1991 and the time of their interview.

TABLE 3.1: RESPONDENTS BY GENDER AND PARENTHOOD

	FORMER TRAINEES		COMPARISON GROUP		ALL RESPONDENTS	
	TOTAL	OF WHOM PARENTS	TOTAL	OF WHOM PARENTS	TOTAL	OF WHOM PARENTS
Male	21	8 (38%)	18	4 (22%)	39	12 (31%)
Female	19	9 (47%)	21	12 (57%)	40	21 (52%)
All respondents	40	17 (42%)	39	16 (41%)	79	33 (42%)

Adolescent boy learning new skills, photo: SERVOL.

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TABLE 3.2: POSTPONEMENT OF CHILDBEARING: RESPONDENTS WHO WERE CHILDLESS OR BECAME PARENTS AFTER 1991

STATUS	NUMBER	MEAN AGE	MEDIAN AGE
MALE			
FORMER TRAINEE	20	25.7	25.0
COMPARISON GROUP	18	25.7	25.5
TOTAL	38	25.7	25.0
FEMALE			
FORMER TRAINEE	18	25.8	26.0
COMPARISON GROUP	18	24.7	24.5
TOTAL	36	26.8	25.0

Note: These are respondents who were either childless or became parents between 1991 and the time they were interviewed for the study.

The ADP uses parenting as a principal focus for enhancing the personal development of young persons who participate in the programme. In addition to being concerned with issues related to health, pregnancy, childbirth and stages in child development, it also focuses upon values such as love, consideration, responsibility and care. Trainees are taught the importance of being good parents and are encouraged to postpone childbearing – and hence the formation of families – so as to enhance their life chances.

Table 3.3 shows the age at which respondents became parents for the first time (less than 20 years of age and over 20), or who were childless at the time of their interview. More males (69 percent) were childless than females (47 percent) for both groups of respondents. If we

TABLE 3.3: POSTPONEMENT OF CHILDBEARING: RESPONDENTS BY AGE AT FIRST BIRTH, CHILDLESSNESS,TRAINING EXPOSURE AND GENDER

AGE AT FIRST BIRTH	FORMER TRAINEES	COMPARISON GROUP	ALL RESPONDENTS
MALE			
LESS THAN 20 YEARS	1 (4.8%)	1 (5.6%)	2 (5.1%)
20 YEARS AND OVER	7 (33.3%)	3 (16.7%)	10 (25.6%)
CHILDLESS	13 (61.9%)	14 (77.7%)	27 (69.2%)
TOTAL	21 (100.0%)	18 (100.0%)	39 (100.0%)
FEMALE			
LESS THAN 20 YEARS	2 (10.5%)	4 (19.0%)	6 (15.0%)
20 YEARS AND OVER	7 (36.8%)	8 (38.1%)	15 (37.5%)
CHILDLESS	10 (52.6%)	9 (42.9%)	19 (47.5%)
TOTAL	19 (100.0%)	21 (100.0%)	40 (100.0%)

look at childlessness, it would seem that exposure to SERVOL made little difference to males – more of the males who took part in the training were parents, compared to the comparison group. However, where the females are concerned, the opposite is true, with 53 percent of former trainees being childless, compared to 43 percent of the comparison group.

Although only one male in each group was a parent before the age of 20, the proportion of males in the training group who had become parents after the age of 20 was almost double that of the comparison group. For the female respondents, this difference is the reverse for those who became parents before they were 20: just 10 percent of the former trainees were parents before they became 20, while 19 percent of the comparison group became parents in their teens. For females who became parents after they were 20, the proportions are virtually the same for both groups.

We could hypothesise that participation in the ADP had an effect on female trainees in postponing childbearing, particularly since the average age for females to have their first child in these areas is 16 to 17 years[2], but the samples are too small to draw any real conclusions.

Nurturing children

A principal area of concern to respondents was the nurturing of their children. In general, respondents were in contact with their children and made efforts to provide the kind of support that would enhance their children's well-being. This was evident among all respondents, whether they were former SERVOL trainees or in the comparison group. This was also observed irrespective of gender and the community setting. In most cases, respondents said that they lived with their children. In the few exceptional cases where they did not share the same residence, there still appeared to be genuine concern for the welfare of the children and attempts were made to maintain contact and provide support.

Whether from the group of former trainees or the comparison group, respondents revealed that they had devoted a considerable amount of time to their children, particularly during infancy. This was especially the case for the female respondents. Moreover, both groups of respondents recognized that they had to make sacrifices, particularly with respect to their leisure time activities outside of the home. Both groups reported that they had had problems with the health of their infants.

One comparison group respondent said that she had a problem changing from breast feeding to bottle feeding; the period of weaning proved difficult. Respondents also talked of the financial challenges that were more likely to occur as their children grew older.

2 Communication from Sr Ruth Montrichard, Executive Director, Servol, February 2001.

In order to overcome challenges, financial ones in particular, reference was made to a number of strategies that included looking for work, relying upon divine help, and becoming self-sufficient and resourceful. The latter was the strategy adopted by some male respondents who were former SERVOL trainees and who sought to become entrepreneurs in order to overcome financial difficulties that threatened their livelihood and that of their offspring.

Overall, there was a clear recognition that parenting was an arduous task that required parents to demonstrate a great deal of responsibility in nurturing their children. One former male trainee said that the first year of his child's life was most challenging:

I was up and down. He had high fever. He was in hospital. I am overprotective with him. I am still concerned about who comes into his environment.

Nonetheless, there was general agreement that parenting was a pleasant experience that had to be embraced and pursued diligently. Mention was made of close interactions between respondents and their children, and reciprocal processes of interactions through such activities as singing, playing, touching and cuddling.

Among the former trainees, there was general consensus that the ADP had at least reinforced the virtues associated with the task of parenting. In several cases, they felt that the ADP enhanced their parenting skills. For instance, they did things such as getting their children more involved in recreational activities. They also found that the exposure to the ADP enabled them to be more patient and attentive to the children and, as a consequence, enhanced their parent-child relationships. One former trainee noted that the ADP

. . . made me more aware of particular areas of my life. It reinforced for me that a person has the power to instil knowledge in another individual's life. I consider parenting to be a privilege and an honour.

Another former trainee said,

The ADP taught trainees to manage and understand their children better.

The programme disseminated information that was relevant and was of assistance in taking care of children. In general, the ADP made a difference in parenting skills and provided a basis for ensuring that trainees were well prepared for their responsibilities as parents.

One former male trainee said,

I applaud SERVOL and the ADP programme for the relevance of its input and its focus.

He acknowledged that the parenting course had a significant impact on him and added,

If the ADP was not there, I do not know how I would be looking at life today. ADP taught me self-awareness. What you are for, what you are not. I teach what I learn from ADP. Every youth in Junior Secondary School should be exposed to this programme. Most people who pass through ADP are different up to today.

Another trainee said,

The parenting course made me have respect for my parents and to realize that it is not easy to bring up children. Even when I have arguments with my parents, I remember that they made me and that I must have respect for them.

One trainee said that because she had her son when she attended the ADP, *the parenting course was relevant and helped me to better understand him.* It should be noted that some former trainees indicated that they did not appreciate the full impact of the parenting course when it was being taught. This was because some of them were not sexually active or were not thinking about forming relationships. One trainee expressed the wish to be able to participate in the course at this stage in his life since he would appreciate it more fully now.

Among members of the comparison group, two respondents had been exposed to parental skills training. One attended the self-enhancement programme at the Youth Training Employment Partnership Programme (YTEPP), while another took part in parental training hosted by the Ministry of Sport and Youth Affairs. Thus the majority of respondents in the comparison group never had parental training. Nonetheless, many seemed to have embraced and practiced many of the values associated with such training. This they attributed to the fact that their parenting experience was characteristic of real life and therefore provided them with an opportunity to test theoretical knowledge and conventional wisdom in live situations.

Caring for the elderly

The Adolescent Development Programme teaches SERVOL trainees to share time and energy with the elderly. It reinforces the contribution that the elderly have made to society and provides a platform that can enhance intergenerational relationships.

Whether respondents were former trainees or members of the comparison group, most of them had spent time caring for the elderly. This was true for all four communities under review. The available evidence suggests that exposure to the ADP did make a difference in attitudes toward the elderly. Of respondents who had experience in caring for the elderly, 16 (75 percent) indicated that the training enhanced their relationships with the elderly. They reported that they had developed greater patience, tolerance and positive attitudes when caring for their grandparents and

senior citizens. They learned to show more love and respect to the elderly by applying what they learned during the ADP, and some respondents took more time to assist the elderly. One trainee said that the ADP helped her *to develop a deeper appreciation for the aged* although she was trained to love them in her home. Another indicated that the ADP had a *big influence in that it helped me to appreciate the wisdom and the knowledge of the aged.* Other comments by former trainees include the following:

I had some difficulty caring for the elderly but after the ADP I looked at them differently.

Before, I used to think about them only as old people, but after training I realized that they are jewels of society and that they can teach you so much.

Through the ADP teaching, I developed the ability to have patience and tolerance to deal with slow and messy elderly people, including my grandfather.

A lower proportion of respondents in the comparison group indicated that exposure to training in caring for the elderly made a difference. One female respondent said *training helped me to work with the elderly easier.* Four participants had training at the Police Training School, the Red Cross and YTEPP. They appreciated the training they received in caring for the elderly and acknowledged that it made a difference. They said that they became more tolerant, caring and comfortable in terms of interacting face to face with the elderly. One male from among the comparison group said that his grandmother transferred her fears onto him and that his exposure to sensitivity training had healed him of those fears and created an expanded understanding of his grandmother's behaviour. He said, *I am better equipped to handle many of life's challenges and I am open to learning from my grandmother.*

Generally speaking, the ADP had a positive impact upon respondents from among the former SERVOL trainees. In the comparison group, some persons were exposed to similar training but in different circumstances. One participant of the comparison group said that the training he had received *made me realize that I am a person growing old too and what I would want for myself at that age I should give.*

Communication

In the communication component, the ADP emphasizes listening to understand what the other is saying. It teaches the trainees to respect the other person's opinion. Those with poor literacy skills are helped to develop and are taught to read and write. Public speaking is one of a number of components of the ADP. Thus, one can surmise that it was instrumental in the fact that 80 percent of the former trainees felt that their communication skills had been improved by their ADP

training. They were better able to articulate their feelings and improve interactions among themselves, their siblings and their parents. One former trainee said, *I learned to talk to my parents more openly and was more understanding of where they were coming from.* Another male trainee said that he *became more communicative and open to people.*

Fifteen percent of the former trainees had nothing to say on communication skills, but among the comparison group, the proportion was as much as 90 percent. One female respondent from the comparison group said that her ability to speak openly and regularly to her own children has increased based on her experience with men.

I call my biggest daughter who lives with her father every day reminding her to take care of herself, to listen to my guidance so that she would not make the mistakes that I have made.

Emotional development

The emotional development component of the ADP is geared toward developing self-awareness and assisting the participants in dealing with their emotional conflicts. It teaches youth how to deal with anger through such processes as participating in sports and walking away from potentially aggressive outbursts. Such actions are consistent with channelling emotions positively and learning to control potentially negative responses to threatening situations.

In general, the former trainees indicated that the ADP helped them to cope emotionally. One male former trainee said,

The ADP changed my outlook on life. I learned to accept what is there. Always tried to do better. I developed a sense of peacefulness within myself.

In contrast, 60 percent of the comparison group felt that their emotional development was largely due to maturity, their children, interaction on the job and the different places where they may have stayed at different stages in their lives. The former trainees seemed to have created a deeper sense of self in expressing their feelings openly when interacting with others. There was also a sense of openness that was demonstrated in the context of their homes. They were able to talk with their parents about things they were experiencing in their social lives and school situations. Because of more open dialogue, their relationships with their parents showed improvement.

On reviewing their experiences prior to the ADP, the former trainees had had problems using verbal communication as a mechanism to resolve conflicts. Based on trainees' testimonies, there appeared to be marked improvement after their ADP experience. One trainee indicated that *were it not for the ADP, my life would have been in shambles.* Another said, *I have grown to love myself and I am motivated to make the best out of my life.*

While the foregoing may lead one to conclude that the ADP was largely responsible for positive outcomes among trainees, it should be noted that members of the comparison group appeared to have had similar experiences originating from exposure to experiences other than SERVOL.

Creativity and aspirations

The ADP has a creativity component that tries to develop craft skills as a means of enabling participants to become productive with their hands. The creativity component develops self-confidence through instilling pride and also encourages participants to develop social skills by engaging in recreational activities.

Whether from the group of former trainees or from the comparison group, as many as 75 percent of the respondents had, at some point in their lives, been involved in sports such as football, cricket, netball, basketball, athletics, volleyball, bodybuilding, swimming, table tennis and aerobics. They developed their interests in these sports at around nine years of age, primarily in their home and school. In the main, their major achievements were rewards such as medals and trophies that reflected their glory in sports. Their major setbacks were primarily injuries of one kind or another (such as to knee, back and leg). At the time of the interview, about half of these respondents were still involved in sports.

There was also some involvement in other recreational activities, particularly among those who no longer participated in their respective sports. These included reading, dance, handicrafts, choir, drama/theatre, art, music, screen printing, haircutting, pastry making and house painting. These interests are likely to encourage young people to realize latent talents. Since respondents were introduced to these activities mainly in the home, at school and in SERVOL, there might be some cases in which SERVOL had a direct impact.

Based on qualitative assessments, there appeared to be little or no difference in the level of creativity observed among former trainees and the comparison group. About 40 percent of the respondents claimed that they were involved in recreational activities at the time of the interviews, and more of them were involved in sports and social pastimes than in making things with their hands. About two percent had become entrepreneurs in areas such as screen printing and car repairs.

It should be noted that the development of pride in oneself, which is an objective of the creativity criterion and which serves to motivate individuals to aspire to better and greater things, was observed among all but one of the former trainees. The majority had aspirations such as becoming entrepreneurs (within their levels of competence and training), owning their homes, getting married and taking care of their families, regardless of geographic location or gender. A small group aspired to continue their education, to travel, to study art and music and to

TABLE 3.4: RESPONDENTS' INTERESTS AFTER TRAINING

TYPE OF INTEREST	STATUS		
	FORMER TRAINEES	COMPARISON GROUP	ALL RESPONDENTS
MALE			
Joinery/woodwork	2	4	6
Auto mechanic	5	3	8
Welding	3	–	3
Safety officer	–	1	1
Plumbing	2	–	2
Food preparation/chef	1	–	1
Computers	1	1	2
Sales	1	–	1
Air conditioning	4	–	4
Electrical installation	2	–	2
Masonry	–	1	1
Hotel management	–	1	1
Back to school	–	1	1
Teller	–	1	1
Painting/straightening	–	1	1
No response	–	–	–
All male respondents	21	14	35
FEMALE			
Childcare	3	1	4
Home-health aide	4	1	5
Geriatric nursing	1	–	1
Handicrafts	–	1	1
Typist/secretary	–	2	2
Hairdressing	3	–	3
Food preparation	2	3	5
Computers	–	3	3
Own business	–	1	1
Military service	–	1	1
Draughting/ Construction	–	1	1
Sewing/tailoring	1	–	1
No response	5	2	7
All female respondents	19	16	35

Note: The comparison group includes only respondents who had received training.

work in the service of others. Some of these aspirations were also found among respondents in the comparison group, especially the desire to own a home and to become an entrepreneur. A variation by one respondent was to develop a *closer relationship with God to achieve what I want to achieve.* The data revealed few differences between the aspirations of former trainees and members of the comparison group.

Table 3.4 illustrates the kinds of things that respondents wanted to do after being trained – many of the items listed are activities that trainees would have been exposed to during their time in the ADP. It shows that relatively fewer respondents from the comparison group had training that was the same as that received from SERVOL. Among both groups, the trade of auto mechanic was one that captured the interest of male respondents, with the SERVOL trainees also likely to have interests in welding, plumbing and air conditioning. In contrast, those from the comparison group were more likely to have interests in joinery/woodwork. In the case of female respondents, former trainees demonstrated interests in areas that reflected their time with SERVOL. This was especially noticeable in areas such as childcare, home-health aide and geriatric nursing. In contrast, their counterparts from the comparison group reported having interests in joining the army, getting involved in construction, becoming typists/secretaries and working with computers.

Table 3.5 shows that respondents from the comparison group were more likely to have future plans than former trainees. This was true for both males and females but was observed to be much more pronounced among females.

TABLE 3.5: NUMBER OF RESPONDENTS HAVING PLANS FOR THE FUTURE

	FORMER TRAINEES		COMPARISON GROUP		ALL RESPONDENTS	
FUTERE PLANS	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
BOTH SEXES						
YES	34	85	37	95	71	90
NO	6	15	2	5	8	10
All respondents	40	100	39	100	79	100
MALE						
YES	18	86	16	89	34	87
NO	3	14	2	11	5	13
All male respondents	21	100	18	100	39	100
FEMALE						
YES	16	84	21	100	37	93
NO	3	16	–	–	3	7
All female respondents	19	100	21	100	40	100

TABLE 3.6: RESPONDENTS' PLANS FOR THE FUTURE

MAIN PLANS FOR THE FUTURE	FORMER TRAINEES	COMPARISON GROUP	ALL RESPONDENTS
MALE			
Excel on skills	4	1	5
Get good job	3	2	5
Open own business	6	6	12
Go abroad to work	–	1	1
Secure own home	7	3	10
Have a family	3	1	4
Own car/taxi	3	1	4
Invest	1	–	1
Die	–	1	1
Get qualified	2	2	4
Cannot explain	–	1	1
No response/no plans	3	2	5
All male respondents	32	21	53
FEMALE			
Excel in skills	–	1	1
Get good job/obtain job	4	9	13
Open own business	7	7	14
Go abroad to work	–	1	1
Secure own home	3	2	5
Have a family	1	3	4
Get qualified/go back to school	2	1	3
Own car	1	–	1
Be financially successful	–	1	1
No response/no plans	4	–	4
All female respondents	22	25	47

Note: Some respondents indicated more than one interest.

Table 3.6 focuses specifically on respondents' main plans for the future. It shows that members of the comparison group had a broader range of plans. Overwhelmingly, respondents from both groups had plans to start their own businesses. Another interesting observation was the desire of former trainees to obtain their own home, especially males.

Achievements

Achievements of respondents were gauged in terms of responses that relate to the following:

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- the impact of training on their lives;
- the ways in which training influenced their lives;
- the extent to which respondents had problems obtaining jobs;
- their satisfaction with life;
- their relationships with their parents.

As shown in Table 3.7, relatively more former trainees thought that their training had had a positive impact on their lives, compared to those respondents from the comparison group who had received training from a source other than SERVOL.

The information in Table 3.8 reinforces this point: the majority of respondents indicated that their lives were influenced in a positive way. The ADP training also appears to successfully reinforce the values it attempts to instil in former trainees: relatively more former trainees indicated that the ADP training had changed their outlook on life, compared to their counterparts from the comparison group. In all cases, these changes were deemed to be positive. The female trainees were also more likely to indicate that they had developed self-esteem and confidence.

Table 3.9 shows that the former trainees were more successful in their search for jobs, irrespective of gender, although the

TABLE 3.7: IMPACT OF TRAINING ON RESPONDENT'S LIFE

TRAINING HAD POSITIVE IMPACT	FORMER TRAINEES		COMPARISON GROUP		ALL RESPONDENTS	
BOTH SEXES	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Yes	40	100	25	83	65	93
No	–	–	4	13	4	6
No response	–	–	1	3	1	1
All respondents	40	100	30	100	70	100
MALE						
Yes	21	100	13	93	34	97
No	–	–	1	7	1	3
No response	–	–	–	–	–	–
All male respondents	21	100	14	100	35	100
FEMALE						
Yes	19	100	12	75	31	88
No	–	–	3	19	3	9
No response	–	–	1	6	1	3
All female respondents	19	100	16	100	35	100

Note: The comparison group includes only respondents who had received training.

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TABLE 3.8: WAYS IN WHICH TRAINING INFLUENCED RESPONDENTS' LIVES

INFLUENCE OF TRAINING	FORMER TRAINEES	COMPARISON GROUP	ALL RESPONDENTS
MALE			
Learned to react positively	7	–	7
Learned skill/enhanced learning	–	1	1
Learned to deal with people	5	–	5
Changed outlook on life	6	3	9
Learned self-esteem/confidence	3	4	7
Provided employment	–	5	5
All male respondents	21	13	34
FEMALE			
Greater independence	–	1	1
Awareness of children's development	–	1	1
Enhanced learning/learned skill	–	1	1
Reduced shyness	2	–	2
Taught to deal with people	3	3	6
Changed outlook on life	5	2	7
Developed interest in work	–	1	1
Learned self-esteem/confidence	9	3	12
All female respondents	19	12	31

difference was more pronounced among males. This indicates that exposure to SERVOL could have had a profoundly positive impact upon the job prospects of former male trainees, at least compared to their counterparts from the comparison group.

Satisfaction with life

Table 3.10 summarizes responses to the question 'Are you satisfied with your life since you have left SERVOL /since you completed (other) training?' It shows that former trainees were more likely to be satisfied, compared to respondents from the comparison group. This was irrespective of gender but especially pronounced among females. For example, one former female trainee said, *I came out different from how I entered. It has caused me to grow, take my life differently and anticipate my life in the future.* A former male trainee said that he is *living life as a better person. I am more aware of what I am doing and what is around me.*

Members of the comparison group who felt satisfied with their lives referred to achievements, family, jobs, having an income. As one male respondent put it, *I have a career. I have everything. Friends, bosses and company work like family.*

Members of both groups gave similar reasons for not being satisfied with their lives, again related mostly to family, jobs

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TABLE 3.9: DID RESPONDENT ENCOUNTER PROBLEMS OBTAINING A JOB?

PROBLEMS	FORMER TRAINEES		COMPARISON GROUP		ALL RESPONDENTS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
BOTH SEXES						
Yes	11	28	12	40	23	33
No	26	65	15	50	41	59
No response	3	7	3	10	6	8
All respondents	40	100	30	100	70	100
MALE						
Yes	7	33	7	50	14	40
No	14	67	6	43	20	57
No response	–	–	1	7	1	3
All male respondents	21	100	14	100	35	100
FEMALE						
Yes	4	21	5	31	9	26
No	12	63	9	56	21	60
No response	3	16	2	13	5	14
All female respondents	19	100	16	100	35	100

Note: The comparison group includes only respondents who had received training.

and income as well as lack of achievement, feelings of inadequacy and as yet unfulfilled aspirations. One former male trainee had wanted to have his own home: *I had my own place for a while but things changed.* A male member of the comparison group said, *I am not allowed to utilize the skills that I have acquired. You are not getting the appropriate remuneration and appreciation.* Among the female respondents, a former trainee said she was not satisfied *because I have not reached exactly where I want to be yet.* A female member of the comparison group made a very similar remark: *I am working toward accomplishing my goals; I have not yet achieved them.*

In the context of the ADP training, this suggests that it might be worth exploring whether there is a link between perceptions regarding post-training changes in interpersonal relations, self-esteem, job prospects and satisfaction with life as a whole. While the existing data are not adequate to address this question, this connection could be real and should be investigated to determine the relationships between the different factors and whether or not there is sufficient evidence to infer cause and effect as a basis for explanation.

Relationships with parents

During the interviews, respondents' relationship with their parents or guardians were explored. Where

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TABLE 3.10: ARE YOU SATISFIED WITH YOUR LIFE SINCE YOU LEFT TRAINING?

SATISFACTION WITH LIFE	FORMER TRAINEES		COMPARISON GROUP		ALL RESPONDENTS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
BOTH SEXES						
Yes	33	82	15	50	48	68
No	4	10	14	47	18	26
No response	3	8	1	3	4	6
All respondents	40	100	30	100	70	100
MALE						
Yes	19	90	10	71	29	83
No	2	10	4	29	6	17
No response	–	–	–	–	–	–
All male respondents	21	100	14	100	35	100
FEMALE						
Yes	14	74	5	31	19	54
No	2	10	10	63	12	34
No response	3	16	1	6	4	12
All female respondents	19	100	16	100	35	100

Note: The comparison group includes only respondents who had received training.

relationships with mothers (or mother figures) were concerned, five of the former trainees (two male, one female) indicated they had previously had a bad relationship and, for three of them (one male, two female), this relationship had improved after training.

Where father figures were concerned, only four respondents – all from the comparison group – reported they had previously had bad relationships and that these had not changed.

Overall, whatever the previous relationship with mother or father figures, 14 out of the 40 former trainees said that these relationships had improved since their ADP training.

Spirituality

The spirituality dimension of ADP training strives to instil the belief in participants that there is someone who reigns supreme. It encourages youth to recognize their inner beauty and reflect that beauty in their interactions with others. It teaches youth to respect one another's religious beliefs. Most of the former SERVOL trainees and members of the comparison group claimed that they had believed in God before their training, whether at SERVOL or elsewhere. Generally speaking, their concept of God was found to be unchanged.

Nonetheless, relatively more male ADP trainees indicated a change after exposure to SERVOL'S programme. More

specifically, their relationships with other people improved and they became more serious in their relationship with God. One male trainee said, *The ADP was the greatest thing in my life. It changed my life. ADP was second to [my] experience of the Lord.* Other respondents said,

I am stronger but there is still a battle.

I looked at God as the Supreme Being. I had a fear for God, the Great Seer watching everything. After ADP, I still see Him as a Supreme Being. But now I can turn to Him and ask Him to help me out in certain situations.

SERVOL *made me aware of myself by opening up my mind and heart. I learned to appreciate the unknown. You don't have to see everything. You just need to believe. Growing up I was not conscious that God is always around; now I am conscious.*

SERVOL's spirituality training appears to have been very effective. The programme reinforced the concept of God in a more meaningful way in some of the respondents. The topics of *agape, filial* and *eros* love and the focus upon developing the ability to write about their relationship with God had an immense impact upon the former SERVOL trainees. The respondents developed self-awareness and a greater belief in themselves. Their relationships at home, in the workplace and with friends improved. Respondents learned forgiveness and how to apply spirituality to their daily lives.

Respondents from the comparison group had some training in spirituality. They said that this helped them to draw closer to God and prayers. One respondent said, *I know that God abides within and is not far away. He is great enough to solve problems. I have experienced and lived the experience of God's love.* Another said that she *thanks God for not following bad company.* Yet another respondent thanks God *for helping me to learn my trade.* For those who had no concept of God, their exposure to spirituality in their training helped them to develop respect and trust in God.

In conclusion, God was deemed to be real – a view shared by both former SERVOL trainees and members of the comparison group. In the case of most SERVOL trainees, the concept of God was reinforced by the exposure to the ADP, despite the fact that it did not make much difference for a few. In general, the former trainees acknowledged SERVOL's respect for religious differences with a great deal of admiration. One trainee, who has developed a very close relationship with God and who calls on Him during the wee hours of the morning to guide his business, lauded the ADP and SERVOL because *they never tried to hook you up on religion, and did not cry down anybody's religion. I like that about SERVOL.* This was evident throughout the ADP trainees' descriptions of their experience within SERVOL and was especially marked during the training in spirituality.

Self-esteem

There is a component of the ADP that strives to enhance self-esteem among trainees. It teaches the youth that they can achieve success in their lives and that they are not failures. It develops self-confidence by encouraging the young people to be proud of themselves, to like themselves and others, and to demonstrate love for others. In this study, self-esteem was measured with a 10-item scale developed by Rosenberg.[3] It permits the computation of a composite score to assess self-esteem. Each item is measured on a four-point scale as follows: 1 – Strongly Agree, 2 – Agree, 3 – Disagree and 4 – Strongly Disagree. The most favourable composite score is 10 and the least favourable is 40. The closer an individual's score is to 10, the higher his/her level of self-esteem is considered to be. Conversely, as it gets closer to 40, the individual is considered to have a lower level of self-esteem. Four of the 10 items had to be reverse coded because of the orientation of the statements used in soliciting responses.

Table 3.11 summarizes the scores of all respondents in self-esteem. Data were collated separately for respondents from the four centres but very few differences were found. In general, we see that male respondents had higher levels of self-esteem than females. We can also see that respondents who were former ADP trainees – both male and female – scored consistently better for self-esteem (that is, their scores are lower) than did their counterparts from the comparison group, but the differences are not significant.

These findings raise a number of questions, including what factors might have influenced the higher levels of self-esteem among the young people who participated in the ADP training. There may be clues in the responses from two former trainees. One male trainee said, *I'm more confident, more outspoken.* While a female trainee said, *I not only came out with a skill but developed into a better person.*

Respondents from the comparison group were more likely to feel that they were failures and that they were no good at all. They were also less likely to have expressed satisfaction with themselves.

A relatively greater number of former trainees agreed that they could have more respect for themselves than did members of the comparison group. This outcome

TABLE 3.11: SUMMARY OF SELF-ESTEEM SCORES

	FORMER PARTICIPANTS			COMPARISON GROUP		
	N	RANGE	MEAN	N	RANGE	MEAN
males	21	10-21	14.6	18	11-21	15.0
females	19	13-23	16.2	21	13-27	18.1
All respondents	40	10-23	15.3	39	11-27	16.7

3 Rosenberg, Morris (1965) *Society and the adolescent self-image*. Princeton, New Jersey: Princeton University Press.

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could be a function of their training and a greater desire to fulfil their aspirations with regard to self-respect.

Though not conclusive, the analysis concerning the self-esteem of the two groups seems to suggest that the ADP went some way in fulfilling its objectives of developing self-esteem among its former trainees. This was specifically so in the context of their responses to the following concerns: (1) feeling that they are failures, (2) feeling that they have a number of good qualities, (3) feeling useless at times and (4) having greater respect for oneself. We should also note the gender differential in self-esteem which needs further exploration to determine whether or not there is more substantial support for the notion of higher levels of self-esteem among male youths.

The relationship between the respondents' expressed satisfaction with life and level of self-esteem is explored in Table 3.12, which shows that a higher level of self-esteem is related to satisfaction with life. In general, it appears that, when satisfaction with life is compared, there are virtually no differences in level of self-esteem between former trainees and the comparison group. Specifically, it indicates that levels of self-esteem among former trainees may not be higher than those of respondents from the comparison group when respondents are satisfied with

TABLE 3.12: MEAN LEVEL OF SELF-ESTEEM BY SATISFACTION WITH LIFE, STATUS AND GENDER

	Self-esteem					
Satisfied with life	Former Trainees		Comparison Group		All Respondents	
BOTH SEXES	Score	N	Score	N	Score	N
Yes	15.00	33	15.00	19	15.00	52
No	17.50	4	18.31	16	18.15	20
No response	16.60	3	18.75	4	17.86	7
All respondents	15.30	40	16.74	39	16.05	79
MALE						
Yes	14.42	19	14.50	12	14.45	31
No	18.00	2	16.60	5	17.00	7
No response	–	–	13.00	1	13.00	1
All male respondents	14.76	21	15.00	18	14.87	39
FEMALE						
Yes	15.79	14	15.86	7	15.81	21
No	17.00	2	19.09	11	18.77	13
No response	16.67	3	20.67	3	18.67	6
All female respondents	16.06	19	18.24	21	17.20	40

Note: The lower the score, the higher the level of self-esteem (i.e., 10 is the highest level of self esteem and 40 is the lowest level).

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life. More important, the table seems to suggest that satisfaction with life enhances the level of self-esteem. To this end, if SERVOL training can raise young people's satisfaction with their lives to the extent that they have successfully eliminated defeatism and despair and learned to look on the positive aspects of their situation, it will have reached its ultimate goal.

The information in Table 3.13 shows the relationship between obtaining a job after completion of training and the level of self-esteem. In general, it shows lower levels of self-esteem among respondents who indicated that they had problems getting a job. However, the differences are greatest in the female respondents. Female ADP trainees had lower self-esteem than both their comparison group counterparts and male ADP trainees when they had trouble getting a job. If they had no trouble getting a job, their level of self-esteem was higher than their comparison group counterparts but still lower than the self-esteem of male ADP trainees. This finding has implications for SERVOL's programme in catering to the needs of female trainees. It might be possible for SERVOL to embark upon a programme that prepares young women for the vicissitudes of the labour market.

TABLE 3.13: MEAN LEVEL OF SELF-ESTEEM IN RELATION TO PROBLEMS OBTAINING A JOB

PROBLEMS OBTAINING A JOB	FORMER TRAINEES		COMPARISON GROUP		ALL RESPONDENTS	
BOTH SEXES	SCORE	N	SCORE	N	SCORE	N
Yes	16.73	11	16.08	13	16.38	24
No	14.65	26	16.13	16	15.21	42
No response	16.67	3	18.60	10	18.15	13
All respondents	15.37	40	16.75	39	16.05	79
MALE						
Yes	15.86	7	16.13	8	16.00	15
No	14.21	14	14.14	7	14.19	21
No response	–	–	14.00	3	14.00	3
All male respondents	14.76	21	15.00	18	14.87	39
FEMALE						
Yes	18.25	4	16.00	5	17.00	9
No	15.17	12	17.67	9	16.24	21
No response	16.67	3	20.57	7	19.40	10
All female respondents	16.05	19	18.24	21	17.20	40

Note: The lower the score, the higher the level of self-esteem (i.e., 10 is the highest level of self-esteem and 40 is the lowest level).

Chapter four

Perspectives of parents, employers and community leaders

Reference persons

Interviews were conducted with parents, employers and community leaders to learn more about the respondents. In principle, there should have been a parent, an employer and a community leader responding on behalf of each respondent but this was not the case. The principal reasons were as follows: (1) some trainees were self-employed, (2) some trainees had no community leaders who could easily provide information, and (3) in some cases, respondents' parents were deceased, had migrated or were otherwise not available.

The interviews were conducted with 63 parents, representing 27 respondents from the comparison group and 36 former ADP participants; 44 employers, representing 25 comparison group respondents and 19 former ADP participants; and 45 community leaders, representing 19 respondents from the comparison group and 26 former ADP participants. These voices were drawn from many different settings, including mechanics shops, government ministries, grocery stores, air conditioning shops, woodworking factories, nursing homes, beauty parlours, garment construction and community groups. In terms of size, work establishments ranged from small to large.

Every parent and community leader lauded the ADP highly for the significant positive influence that the programme had on their youth and indicated that they would recommend the programme for all young people. They noted improved communication, positive attitudes and self-awareness as significant changes in the youths' attitudes, social interactions and behaviour. Parents of ADP trainees had enrolled other children and grandchildren in the programme. Ninety-five percent of the employers interviewed also lauded the programme, commending the SERVOL trainees for their dedication to duty, high quality of service to customers and trustworthiness. However, a significant observation was that SERVOL trainees needed to realize that there was a learning period that all employees must undergo during their early stages of employment. Some employers indicated that SERVOL trainees exuded a high level of positivism and felt that they could perform any task simply because they were SERVOL trained.

With respect to the comparison group, 90 percent of the employers were high in praise for respondents' work performance. They described them as very dedicated, excellent with customers, hardworking, resourceful and respectful.

Apprentices and children in the carpentry workshop, photo: SERVOL.

It is reasonable to assume that the ADP programme and the continuous reinforcement of the criteria during the training in technical skills would have an influence on the former trainees' attitudes, as described by their employers.

Most respondents from both groups were described as good role models by the community leaders. Their parents indicated that they exhibited love, a high level of self-esteem and good grooming habits. One parent of a female trainee said that her daughter has *high self-esteem and high personal standards.* Another parent said of her daughter, *She is a loving parent.* Of a former male trainee, a parent said that *he demonstrates love to his only child and to his siblings and parents. He is very particular about his appearance and his health.* A major disappointment for some parents was the fact that their daughters became parents rather than pursuing education to improve their life chances: *I wanted her to further her career, but she married.*

Parental responsibilities

Most of the community leaders and employers had no knowledge of the respondents' attitudes towards parental responsibilities. However, the parents of both groups said that their children showed a high level of sensitivity, love and attention to their offspring.

Comments made about the former trainees included the following:

She is attentive and loving to her son.

She demonstrates love and is caring to her parents, and her children.

He demonstrates love for his only child.

He has a good relationship with his siblings and his daughter.

Some responses regarding members of the comparison group included the following:

She is a responsible parent who tries her best to be a good mother to her children.

She takes care of her children and family members.

He is very good with his daughter.

Caring for the elderly

Most of the community leaders had high regard for the former trainees' attitudes towards caring for the elderly. While, in general, most of the parents and the employers had no knowledge of this area of the respondents' lives, the situation was more pronounced for persons responding on behalf of members of the comparison group. Most of these persons, whether parents, employers or community leaders, had no knowledge about the respondents in this capacity.

Comments included the following:

He is well balanced, obedient, helpful to the needy and old people and is especially fond of children. (parent of member of comparison group)

She has a strong sense of spiritual belief and is helpful to the elderly. (parent of a former trainee)

He wouldn't pass an elderly person without saying hello or showing respect. (community leader about a former trainee)

Communication

Most of the reference persons for both groups of respondents felt that the respondents were well able to communicate effectively. Comments included:

She has very good communication skills, good diction (employer of former trainee)

She is open in her communication (employer of member of comparison group)

He is very communicative, he overcomes challenging situations and discusses them, I am proud that I can talk to my child without a quarrel (mother of former trainee)

He communicates well and openly and asks for what he wants (parent of member of comparison group)

Emotional development

The majority of the employers and community leaders rated the respondents from both groups only moderately in regard to their emotional development whereas most parents rated their children's emotional development somewhat higher. The statement made by the mother of a member of the comparison group is typical. She described her daughter as *emotionally developed; she makes good decisions and communicates well now; she is no longer shy.*

Creativity

Most of the reference persons said that they perceived the respondents as moderately creative. Employers' ratings of respondents ranged between very highly creative and moderately creative.

The employer of a comparison group member said, *she uses her creative talents and communicative skills very well in her relationship with clients, co-workers, and in response to work assignments.* And a community leader perceived the same respondent as *a good role model, responsible, willing, and disciplined… She is the most creative one of her siblings. She was always a very proactive young lady.*

Spiritual development

Most of the employers and the community leaders said they had no knowledge of the respondents' spiritual development. Most of the parents of former trainees rated the respondents as

being very high in spiritual development. In contrast, most of the parents of respondents from the comparison group felt the respondents showed only moderate spiritual development. The mother of a comparison group member said that her daughter *encourages me to go to church and sends her children. She is respectful to elders in the community and tolerant of people of other races and religions*; and the parent of a former trainee described him as *highly spiritual and understands himself and his worth to society. He is not rude.* A community leader said of another former trainee that he had just been baptised and *is on the path of spiritual development.*

Self-esteem

The majority of parents and employers responding on behalf of the former trainees felt they showed very high self-esteem, with the community leaders rating them highly. The self-esteem of respondents from the comparison group was rated highly by most of their parents and moderately by most of their employers. Most of the community leaders rated the comparison group either very highly or moderately.

One employer described a comparison group member as *a selfless person. . . . His self-esteem is pretty high and he does not lack self-confidence.* Another comparison group member was described by her mother as having *a high level of self-esteem and is always the first to make peace offerings*, while her employer sees the same young woman as having *good self-esteem and is open in her communication.* Another comparison group member was not so highly regarded: her mother said she had *low self-esteem and poor communication skills*, while a community leader said she had *low self-confidence and very low self-esteem.*

Job etiquette

Most of the parents and employers had high regard for the knowledge of job etiquette shown by respondents from both groups, while the majority of the community leaders said they had no knowledge of the respondents in this area.

An employer said about a former trainee that *he is punctual and unlike many in terms of education and interest in work. He never stops until he is done. He has his mind set on learning and getting somewhere and has good leadership and managerial qualities. He is trustworthy and respects authority.* The young man's community leader's opinion was that *he is quiet and respectable, a workaholic. Treats his body well. Mechanics is dirty work, but he keeps himself clean.*

A member of the comparison group was described by his employer as *one of the fastest learners* he had ever had: *he excels in his work. Once I showed them to do something; he found an easier way. He thinks, is cooperative, trustworthy, and shows respect and appreciation.*

Self-awareness, self-assertiveness and confidence

Most of the parents and community leaders of the former trainees felt the respondents were only moderately self-aware. It is interesting that they were highly regarded by most of their employers on the basis of self-awareness. In the comparison group, most of the reference persons regarded the respondents as moderately self-aware. Where self-assertiveness and self-confidence are concerned, the majority of reference persons (parents, employers and community leaders) regarded the self-assertiveness/confidence of the former trainees highly, but only moderately among the comparison group.

A community leader described a member of the comparison group as *cool – previously he could have been described as introvert. He is extremely self-assured and knows what he wants.* Another community leader described a former trainee as *very disciplined and exuding a high level of self-confidence. He would talk to those members of his peer group who had difficulties. I can vouch for him.*

Grooming (health education)

Former trainees were felt to be very well-groomed by the majority of their employers. Most of the other reference persons regarded respondents from both groups as being moderately well-groomed.

Comments included *well-groomed and stately* from a parent of a former female trainee and, *She takes pride in her personal grooming and health issues,* from a parent of a comparison group member. A male comparison group member was described by a community leader as *very aware and sure of himself and is well-groomed – he does have an eye on fashion.*

Developing a positive attitude

In the case of former trainees, most of their reference persons – whether they were parents, employers or community leaders – felt they had developed a highly positive attitude. This was similar for the members of the comparison group, except among community leaders, most of whom regarded respondents as having only moderately positive attitudes.

A community leader said of a former trainee: *she has a positive attitude in the community; she has a way she wants to do things.* An employer said of a comparison group member: *she assumes good responsibility, she allows people to make mistakes when they show potential that they can work.* A parent talked of a former trainee as *having a positive attitude* and helping to expand his mother's business. Another parent described her daughter, a member of the comparison group, as *a very spiritual and communicative person and has a positive attitude.*

One employer, however, while applauding the positive attitude of the trainees, lamented the fact that they seemed not to realize that their positive

attitude does not equate with proficiency in job performance that can only be gained through a period of learning.

Summary

Whether from among the group of former trainees or their counterparts from the comparison group, the perception of most of the reference persons was similar on all the dimensions under review. However, employers of former trainees seemed to have overwhelmingly favourable impressions of such attributes as self-esteem, grooming and self-awareness in the former trainees, while the job etiquette of both groups of respondents was highly regarded by most of the employers interviewed.

Chapter five

Conclusions and recommendations

Conclusions

Responses from the respondents in all four of the areas examined show that the programme made significant contributions to improving certain behaviours, attitudes and lifestyles of the former trainees. It gave them greater confidence, self-awareness and self-esteem, enhanced their parenting skills, increased their level of tolerance towards others and improved their communication skills and their relationships with their parents.

However, the data also show that the members of the comparison group were similar in many ways, whether or not they had participated in other forms of training, and were generally performing at similar levels in their employment and life in general.

As regards parenting, respondents from both groups were in contact with their children, wanted a better life for them and devoted considerable time to their offspring, especially during infancy. The SERVOL trainees had the advantage of drawing from the knowledge of the ADP to enrich their real life experience as parents, and even those former trainees who did not live with their children displayed appreciation and knowledge of the principles of good parenting taught by the ADP, such as the idea of the nuclear family with both parents cohabiting. These findings are consistent with the ADP Report conducted by Personnel Management Services Limited, January 1995[4].

Both groups acknowledged that training helped them to improve their relationships with the elderly and to appreciate them better. However, because training geared towards caring for the elderly is structured into the SERVOL programme, all of the former trainees benefited, while only a small proportion of respondents from the comparison group had exposure to training in caring for the elderly.

Both the former SERVOL trainees and the comparison group shared the view that God was real to them and that they had developed some sort of relationship with the Supreme Being.

The data from the questionnaires and reports from the reference persons (parents, employers and community leaders) indicated that the former ADP trainees seemed to have a higher level of self-esteem when compared to their counterparts in the comparison group.

The parents witnessed the benefits of the programme and its impact upon the behaviour patterns, attitudes and

4 Mahabir, D (1995) *Evaluation of status of past SERVOL students* Personnel Management Services Ltd: Trinidad & Tobago.

Childcare is a part of the Adolescent Development Programme, photo: SERVOL.

lifestyles of their children. Such an experience was a source of inspiration to the extent that everyone not only praised SERVOL's ADP programme but also enrolled their other children in it, and encouraged other parents to use it. They commended the programme for assisting in developing a greater sense of harmony and improving relationships and communication between themselves and their children.

The community leaders applauded the programme, alluding to the discipline, deportment, general decorum and etiquette that they observed among the trainees who were exposed to the ADP. They described the former trainees as good role models. The employers were impressed by the trainees' job etiquette, particularly in the areas of nursing, health care and geriatric care. They felt that the young people came to their employment with great zeal, enthusiasm and a positive attitude.

In general, both our qualitative and quantitative approaches have yielded conclusions suggesting that the ADP has had a positive impact upon behaviours, attitudes and the lifestyle choices of the young people who have participated in it. The qualitative inputs have indicated some regular patterns that reflect divergent outcomes for the two groups. The reliability of these patterns may be corroborated with more in-depth analysis – a process that is only meaningful in the context of probability sampling and sample sizes that could yield more reliable information.

Finally, in comparing the two groups, it should be borne in mind that the majority of the young people who enrolled in the ADP in 1991 (the cohort from which the study's sample was drawn) came from disadvantaged, one-parent family homes. The family backgrounds of members of the comparison group were not investigated.

Recommendations

1. Based on the positive feedback received from parents, community leaders and employers about the effectiveness of the ADP, it is highly recommended that consideration be given to adapting the programme for inclusion in the school curriculum, possibly at the third form (secondary school level). The programme should also be considered for inclusion in orphanages, reform schools and the Youth Training Employment Partnership Programme (YTEPP). It could also be used in teacher training.

2. SERVOL should develop and sustain strategic alliances with regional and international organizations to expand and enhance its contribution to the development of youth.

3. The ADP should continue to maintain its openness and objectivity regarding the teaching of spirituality, which was lauded by trainees.

4. Participants must be reminded repeatedly throughout the skills training segment of the programme that follows the ADP that there is a real period of readjustment and 'learning' that they must undergo when introduced into the work environment, and that they must be patient during this learning period.

5. SERVOL may wish to seek greater exposure through the media in producing a proper documentary that underscores the philosophy of SERVOL and showcases the volume of work that it is doing within the various communities.

6. The ADP could continue to use resources from organizations such as the police service, prisons, the Trinidad and Tobago Regiment and other non-government organizations to augment its initiatives in developing social skills.

7. It may be useful for SERVOL to explore a teaching methodology that would tremendously heighten interest in the parenting course. This could be achieved by coordinating the input with other organizations.

APPENDIX 1

QUESTIONNAIRE FORMER SERVOL TRAINEES

A. Demographics

Date of Birth: _____

Age (in completed years) _____

1. Gender: ❑ Male ❑ Female

2. Ethnic Origin ❑ African
❑ Indian
❑ Mixed
❑ Other: Specify

3. Education: ❑ None
❑ Primary
❑ Secondary

a. What year did you leave primary/ secondary school?

b. What class were you in when you left?

4. What is your religion?

5. a. What was your father's/guardian's main occupation?

b. What was your mother's/guardian's main occupation?

6. At present, do you live with any of the following family members:

			How many?
a) grandmother	❑ Yes	❑ No	_____
b) grandfather	❑ Yes	❑ No	_____
c) mother/stepmother	❑ Yes	❑ No	_____
d) father/stepfather	❑ Yes	❑ No	_____
e) brother	❑ Yes	❑ No	_____
f) sister	❑ Yes	❑ No	_____
g) children	❑ Yes	❑ No	_____
h) other relatives	❑ Yes	❑ No	_____
i) other persons	❑ Yes	❑ No	_____

7. a) Do you have any children?
❑ Yes ❑ No

b) How many children do you have?

8. What is/are the date(s) of birth of your children (whether alive or dead)?

In terms of respondents who have had children, find out whether they have lived with such children

❑ Always ❑ Most times
❑ Hardly ❑ Never

		Lived with child?
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

9. If you haven't always lived with any/some/all of your child(ren), please state the main reason(s) for this:

Child # 1: _____
Child # 2: _____
Child # 3: _____
Child # 4: _____
Child # 5: _____
Child # 6: _____

10. Which of the following best describe your contacts with these children in the past two years?
❑ Daily ❑ Weekly ❑ Monthly
❑ Yearly ❑ No contact

11. Do you provide full support for all of your children, some of your children or none of them?
❑ All ❑ Some ❑ None

12. Are you actively involved in the development of all your children, some

of your children or none of them?
❑ All ❑ Some ❑ None

B. Servol experience

1. After leaving school how long did it take you to start the ADP at SERVOL?

2. Did you work during this period?
❑ Yes ❑ No

2a. Were you mostly:
❑ Paid worker ❑ Unpaid worker
❑ Employer ❑ Own account
❑ Apprentice

2b. How long did you work?
❑ Less than 3 months
❑ 3 months but less than 6 months
❑ 6 months but less than 9 months
❑ 9 months but less than 1 year
❑ At least 1 year: Specify

What was the main activity carried out at the place where you worked?

3. a) Think about the time when you started the ADP at SERVOL Did you live with any of the following family members:

			How many?
a) grandmother	❑ Yes	❑ No	_____
b) grandfather	❑ Yes	❑ No	_____
c) mother/step-mother	❑ Yes	❑ No	_____
d) father/step-father	❑ Yes	❑ No	_____
e) brother	❑ Yes	❑ No	_____
f) sister	❑ Yes	❑ No	_____
g) children	❑ Yes	❑ No	_____
h) other relatives	❑ Yes	❑ No	_____

b) If 'No' why wasn't your father living with you?

c) If 'No' why wasn't your mother living with you?

4. Where were you living when you started the ADP at SERVOL?

5. What skill did you learn while at SERVOL?

6. What did you want to do after leaving SERVOL?

7. Did ADP influence your life or was there no change in your life after exposure to ADP?
❑ Yes ❑ No
a. If 'Yes' in what way.

8. Was there anything about SERVOL that you liked?
❑ Yes ❑ No
a. What was the positive thing?

9. Was there anything about SERVOL that you did not like?
❑ Yes ❑ No
a. What was the most negative thing?

C. Post SERVOL experience

1. Are you satisfied with your life since you have left SERVOL?
❑ Yes ❑ No
a. Why?

b. How much of this is due to your experience as a trainee at SERVOL?
❑ Everything ❑ Very much
❑ Not so much ❑ Nothing at all

2. Since leaving SERVOL, have you had any problems to get a job?
❑ Yes ❑ No

a. How often was this the case?
❑ Always ❑ Most of the time
❑ Hardly ❑ Never

b. Why do you think that you had such problems?

3. Do you have any further plans?
   ❑ Yes ❑ No
   a. What are your main plans for the future?

4. Do you have any dreams about what your life will be like in the future?
   ❑ Yes ❑ No
   a. What are they?

D. Creative

1. Have you ever gotten involved physically in sports or in any other activity?

If 'Yes' name those that you have gotten involved in.

	At what age?	
a) football:	❑ Yes	❑ No
b) cricket:	❑ Yes	❑ No
c) basketball:	❑ Yes	❑ No
d) rugby:	❑ Yes	❑ No
e) table tennis:	❑ Yes	❑ No
f) court tennis:	❑ Yes	❑ No
g) swimming:	❑ Yes	❑ No
h) athletics:	❑ Yes	❑ No
i) hockey:	❑ Yes	❑ No
j) netball:	❑ Yes	❑ No
k) aerobics:	❑ Yes	❑ No
l) body building:	❑ Yes	❑ No
m) boxing:	❑ Yes	❑ No
n) other:	❑ Yes	❑ No

Specify

Where did you first acquire an interest in being physically involved in these sports?
❑ home/neighbourhood ❑ school
❑ club ❑ SERVOL ❑ church
❑ other (Specify)

2. a. What has been your major achievement in sports?

b. When was it?
❑ Before SERVOL ❑ During SERVOL
❑ After SERVOL

3. What has been your major setback/disappointment in sports?

b. When was it:
❑ Before SERVOL ❑ During SERVOL
❑ After SERVOL

4. Do you still get involved physically in sports or any other activity?
   ❑ Yes ❑ No

If 'No' when (i.e., at what age) did you stop and why?

	When	Why
a) football:	❑ Yes	❑ No
b) cricket:	❑ Yes	❑ No
c) basketball:	❑ Yes	❑ No
d) rugby:	❑ Yes	❑ No
e) table tennis:	❑ Yes	❑ No
f) court tennis:	❑ Yes	❑ No
g) swimming:	❑ Yes	❑ No
h) athletics:	❑ Yes	❑ No
i) hockey:	❑ Yes	❑ No
j) netball:	❑ Yes	❑ No
k) aerobics:	❑ Yes	❑ No
l) body building:	❑ Yes	❑ No
m) boxing:	❑ Yes	❑ No
n) other:	❑ Yes	❑ No

Specify:

5. Have you ever gotten involved in any recreational pastime other than sports?
   ❑ Yes ❑ No

If 'Yes' name those that you have gotten involved in.

	At what place / age	
a) drama:	❑ Yes	❑ No
b) dance:	❑ Yes	❑ No
c) art:	❑ Yes	❑ No
d) handicraft:	❑ Yes	❑ No
e) pan:	❑ Yes	❑ No

f) other music: ❑ Yes ❑ No
g) choir: ❑ Yes ❑ No
h) calypso\other: ❑ Yes ❑ No
i) debating: ❑ Yes ❑ No
j) other: ❑ Yes ❑ No
Specify:

Where did you first acquire interest in being physically involved in these activities?

❑ home/neighbourhood ❑ school
❑ club ❑ SERVOL
❑ church ❑ other (specify)

6. a. What has been your major achievement in these activities?

b. When was it? ❑ Before SERVOL
❑ During SERVOL ❑ After SERVOL

7. a. What has been your major setback in these activities?

b. When was it? ❑ Before SERVOL
❑ During SERVOL ❑ After SERVOL

8. Do you still get involved in recreational activities other than sports?
❑ Yes ❑ No

If 'No' when (i.e., at what age) did you stop?

	When	Why
a) drama:	❑ Yes	❑ No
b) dance:	❑ Yes	❑ No
c) art:	❑ Yes	❑ No
d) handicraft:	❑ Yes	❑ No
e) pan:	❑ Yes	❑ No
f) other music:	❑ Yes	❑ No
g) choir:	❑ Yes	❑ No
h) calypso\other:	❑ Yes	❑ No
i) debating:	❑ Yes	❑ No
j) other:	❑ Yes	❑ No

Specify:

E. Emotional

1. Before you started the ADP at SERVOL, who would you have turned to most of the time when you needed advice to make important decisions in your life?

❑ Parent/Guardian
❑ Other relatives (specify)
❑ Girl/Boyfriend
❑ Other friend
❑ Teacher/Counsellor
❑ Priest/Religious leader
❑ Community leader
❑ Other (specify)

2. Who do you turn to now?
❑ Parent/Guardian
❑ Other relatives (specify)
❑ Girl/Boyfriend
❑ Other friend
❑ Teacher/Counsellor
❑ Priest/Religious leader
❑ Community leader
❑ Other (specify)

3. What kind of relationship did you share with your parents before you started the ADP at SERVOL?

a. Mother/Step-mother/Grandmother:
❑ Very good ❑ Good
❑ Bad ❑ Very bad
❑ Can't remember ❑ NA

b. Father/Step-father/Grandfather:
❑ Very good ❑ Good
❑ Bad ❑ Very bad
❑ Can't remember ❑ NA

4. Did this relationship get better, worse or remain the same after leaving SERVOL?

a. Mother/Step-mother/Grandmother
❑ Got better ❑ Remain the same
❑ Got worse ❑ Not applicable

b. Father/Step-father/Grandfather
❑ Got better ❑ Remain the same
❑ Got worse ❑ Not applicable

5. What caused your relationship with your mother/step-mother/grandmother to get better/worse?

6. What caused your relationship with your father/step-father/grandfather to get better worse?

7. In your response to the following items, circle the answer that best expresses your feelings.
   1. Strongly agree
   2. Agree
   3. Disagree
   4. Strongly disagree

	SA	A	D	SD
a) I feel that I am a person of worth, at least on equal basis with others.	1	2	3	4
b) I feel that I have a number of good qualities.	1	2	3	4
c) All in all, I am inclined to feel that I am a failure.	1	2	3	4
d) I am able to do things as well as other people.	1	2	3	4
e) I feel I do not have much to be proud of.	1	2	3	4
f) I take a positive attitude toward myself.	1	2	3	4
g) On the whole I am satisfied with myself.	1	2	3	4
h) I wish I could have more respect for myself.	1	2	3	4
i) I certainly feel useless at times.	1	2	3	4
j) At times, I know I am no good at all.	1	2	3	4

F. Parental responsibility

1. Looking after infants

   a. What are the main challenges that you have faced in taking care of your children during their first year of life?

   b. Have you been able to overcome any of these challenges? Which ones have you been able to overcome?

   If overcome, when?

   c. Why have you been able to overcome some/all?

   d. Why haven't you been able to overcome some/any?

2. Looking after children
   a. What are the main challenges that you faced in taking care of your children when they were between the ages of 1 year and 12 years?

   b. Have you been able to overcome any of these challenges? Which ones have you been able to overcome and which haven't you been able to overcome?

   If overcome, when?

   c. Why have you been able to overcome some/all?

   d. Why haven't you been able to overcome some/any?

3. Looking after teenagers
   a. What are the main challenges that you faced in taking care of your children as teenagers?

   b. Have you been able to overcome any of these challenges? Which ones have you been able to overcome and which haven't you been able to overcome?

   If overcome, when?

   c. Why have you been able to overcome some/all?

   d. Why haven't you been able to overcome some/all?

4. Describe your experience as a parent.

5. With respect to your parenting skills, what difference(s), if any, would you associate with your exposure to the ADP?

6. When parenting was taught, could you tell me whether or not you had appreciated its full impact? What aspect of parenting had you appreciated at that time? What aspect did you not appreciate?

7. Describe your experience if any, with elderly persons who have been unable to take care of themselves.

8. With respect to taking care of such persons, what differences if any, would you associate with exposure to the ADP?

9. When taught about caring for the elderly, could you tell me whether or not you appreciated its full impact? What aspects had you appreciated at that time? What aspects did you not appreciate?

G. Spirituality

1. What was your concept of and relationship with God before SERVOL?

2. What is your concept of and relationship with God now?

3. Has SERVOL training helped change your concept of and relationship with God? If 'Yes' is the change for the better or for the worse?

4. What aspect(s) of the SERVOL spirituality course really impacted on your concept of and relationship with God? Why?

5. Has the SERVOL spirituality course helped you to improve your relationship in each of the following:

a) Work	1. Yes	2. No
b) Home	1. Yes	2. No
c) Friendship	1. Yes	2. No

H. Qualitative life history

1. **EMPLOYMENT HISTORIES**
   First to present job, month and year of each, kind of work, worker status, frequencies.

2. **EDUCATION HISTORIES**
   Formal school registrations, month and year of each, highest examination passed, year, frequencies.

3. **TRAINING HISTORIES**
   Skills/Vocational training programs, month and year of each, highest examination passed, year, frequencies.

4. **UNION HISTORIES**
   Commencement and termination of unions (married/common-law), month and year of commencement and termination of each, frequencies.

5. **RESIDENCE HISTORIES**
   Change of residence (local/international), month, year.

6. **PUBLIC PARTICIPATION HISTORIES**
   Reference here is to the following: church, clubs, voluntary work, sports, drama, music, dance.

7. **MISCELLANEOUS HISTORIES – RE: PERSONAL PROBLEMS**
   Children getting into problems at school, in the neighbourhood. Personal problems (e.g., violence, alcoholism, drug abuse, drug addiction, the law) Commencement and termination of the problem, type of problem, frequencies.

I. Comments (Any final comments)

APPENDIX 2

QUESTIONNAIRE COMPARISON GROUP

A. Demographics

Date of Birth: _____

Age (in completed years) _____

1. Gender: ❑ Male ❑ Female

2. Ethnic Origin: ❑ African
❑ Indian
❑ Mixed
❑ Other: Specify

3. Education: ❑ None
❑ Primary
❑ Secondary

a. What year did you leave primary/ secondary school?

b. What class were you in when you left?

4. What is your religion?

5. a. What was your father's/guardian's main occupation?

b. What was your mother's/guardian's main occupation?

6. At present, do you live with any of the following family members:

			How many
a) grandmother	❑ Yes	❑ No	_____
b) grandfather	❑ Yes	❑ No	_____
c) mother/step-mother	❑ Yes	❑ No	_____
d) father/step-father	❑ Yes	❑ No	_____
e) brother	❑ Yes	❑ No	_____
f) sister	❑ Yes	❑ No	_____
g) children	❑ Yes	❑ No	_____
h) other relatives	❑ Yes	❑ No	_____
i) other persons	❑ Yes	❑ No	_____

7. a) Do you have any children?
❑ Yes ❑ No

b) How many children do you have?

8. What is/are the date(s) of birth of your children (whether alive or dead)?

In terms of respondents who have had children, find out whether they have lived with such children
❑ Always ❑ Most times
❑ Hardly ❑ Never

Lived with child?

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____

9. If you haven't always lived with any/some/all of your child(ren). Please state the main reasons for this:

Child #1: _____
Child #2: _____
Child #3: _____
Child #4: _____
Child #5: _____
Child #6: _____

10. Which of the following best describe your contacts with these children in the past two years?
❑ Daily ❑ Weekly ❑ Monthly
❑ Yearly ❑ No contact

11. Do you provide full support for all of your children, some of your children or none of them?
❑ All ❑ Some ❑ None

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12. Are you actively involved in the development of all your children, some of your children or none of them?
❑ All ❑ Some ❑ None

B. Experience with postsecondary/on-the-job training

1. Do you have any post-secondary training/on-the-job training?
❑ Yes ❑ No
a. Where?

2. After leaving school, how long did it take you to start post-secondary training/on-the-job training?

3. Did you work during this period?
❑ Yes ❑ No

a. How long (in months) did it take you to find your first job?

b. Were you mostly:
❑ Paid worker ❑ Employer
❑ Own account ❑ Unpaid worker
❑ Apprentice

c. Where did you work?

d. How long did you work?
❑ Less than 3 months
❑ 3 months but less than 6 months
❑ 6 months but less than 9 months
❑ 9 months but less than 1 year
❑ At least 1 year : Specify

e. What was the main activity carried out at the place where you worked?

4. Think about the time when you started post-secondary training/on-the-job training. Did you live with any of the following family members:

			How many?
a) grandmother	❑ Yes	❑ No	_____
b) grandfather	❑ Yes	❑ No	_____
c) mother/step-mother	❑ Yes	❑ No	_____
d) father/step-father	❑ Yes	❑ No	_____
e) brother	❑ Yes	❑ No	_____
f) sister	❑ Yes	❑ No	_____
g) children	❑ Yes	❑ No	_____
h) other relatives	❑ Yes	❑ No	_____

a. If "No", why wasn't your father living with you?

b. If "No", why wasn't your mother living with you?

5. Where were you living when you started post-secondary training/on-the-job training?

6. What skill did you learn while pursuing post-secondary training/on-the-job training?

7. What did you want to do after your post-secondary training/on-the-job training?

8. Did such training (i.e., post-secondary/on-the-job) influence your life or was there no change in your life after exposure to such training?
❑ Yes ❑ No
a. If 'Yes' in what way?

9. Was there anything about your post-secondary training/on-the-job training that you liked?
❑ Yes ❑ No
a. What was the most positive thing?

10. Was there anything about your post-secondary training/on-the-job training that you did not like?
❑ Yes ❑ No
a. What was the most negative thing?

C. Life after post-secondary/on-the-job training

1. Are you satisfied with your life since you have completed post-secondary training/on-the-job training?
   ❑ Yes ❑ No
   a. Why?

   b. How much of this is due to your experience as a trainee (i.e., while receiving post-secondary/on the-job training)?
   ❑ Everything ❑ Very much
   ❑ Not so much ❑ Nothing at all

2. Since completing your training, have you had any problems to get a job?
   ❑ Yes ❑ No

   a. How often was this the case?
   ❑ Always ❑ Most of the time
   ❑ Hardly ❑ Never

   b. Why do you think that you had such problems?

3. Do you have any future plans?
   ❑ Yes ❑ No

   a. What are your main plans for the future?

4. Do you have any dreams about what your life will be like in the future?
   ❑ Yes ❑ No

   a. What are they?

D. Creative

1. Have you ever gotten involved physically in sports or in any other activity?

   If 'Yes' name those that you have gotten involved in.

		At what age?
a) football:	❑ Yes	❑ No
b) cricket:	❑ Yes	❑ No
c) basketball:	❑ Yes	❑ No
d) rugby:	❑ Yes	❑ No
e) table tennis:	❑ Yes	❑ No
f) court tennis:	❑ Yes	❑ No
g) swimming:	❑ Yes	❑ No
h) athletics:	❑ Yes	❑ No
i) hockey:	❑ Yes	❑ No
j) netball:	❑ Yes	❑ No
k) aerobics:	❑ Yes	❑ No
l) body building:	❑ Yes	❑ No
m) boxing:	❑ Yes	❑ No
n) other:	❑ Yes	❑ No

Specify

Where did you first acquire an interest in being physically involved in these sports?
❑ home/neighbourhood ❑ school
❑ club ❑ church ❑ other
(specify)

2. a. What has been your major achievement in sports?

   b. When was this (month/year)?

3. a. What has been your major setback/disappointment in sports?

   b. When was this (month/year)?

4. Do you still get involved physically in sports or any other activity?
   ❑ Yes ❑ No

   If 'No' when (i.e., at what age) did you stop and why?

	When	Why
a) football:	❑ Yes	❑ No
b) cricket:	❑ Yes	❑ No
c) basketball:	❑ Yes	❑ No
d) rugby:	❑ Yes	❑ No

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e) table tennis:	❑ Yes	❑ No
f) court tennis:	❑ Yes	❑ No
g) swimming:	❑ Yes	❑ No
h) athletics:	❑ Yes	❑ No
i) hockey:	❑ Yes	❑ No
j) netball:	❑ Yes	❑ No
k) aerobics:	❑ Yes	❑ No
l) body building:	❑ Yes	❑ No
m) boxing:	❑ Yes	❑ No
n) other:	❑ Yes	❑ No

Specify:

5. Have you ever gotten involved in any recreational pastime other than sports?
   ❑ Yes ❑ No.

If 'Yes' name those that you have gotten involved in.

	At what place / age	
a) drama:	❑ Yes	❑ No
b) dance:	❑ Yes	❑ No
c) art:	❑ Yes	❑ No
d) handicraft:	❑ Yes	❑ No
e) pan:	❑ Yes	❑ No
f) other music:	❑ Yes	❑ No
g) choir:	❑ Yes	❑ No
h) calypso\other:	❑ Yes	❑ No
i) debating:	❑ Yes	❑ No
j) other:	❑ Yes	❑ No

Specify:

Where did you first acquire interest in being physically involved in these activities?

❑ home/neighbourhood ❑ school
❑ club ❑ church
❑ other (specify)

6. a. What has been your major achievement in these activities?

   b. When was this (month/year)?

7. a. What has been your major setback/ disappointment in these activities?
   b. When was this (month/year)?

8. Do you still get involved in recreational activities other than sports?
   ❑ Yes ❑ No

   If 'No' when (i.e., at what age) did you stop?

	When	Why
a) drama:	❑ Yes	❑ No
b) dance:	❑ Yes	❑ No
c) art:	❑ Yes	❑ No
d) handicraft:	❑ Yes	❑ No
e) pan:	❑ Yes	❑ No
f) other music:	❑ Yes	❑ No
g) choir:	❑ Yes	❑ No
h) calypso\other:	❑ Yes	❑ No
i) debating:	❑ Yes	❑ No
j) other:	❑ Yes	❑ No

Specify

E. Emotional

1. Around the age of 15 to 16, who would you have turned to most of the time when you needed advice to make important decisions in your life?

   ❑ Parent/Guardian
   ❑ Other relative (specify)
   ❑ Girl/Boyfriend
   ❑ Other friend
   ❑ Teacher/Counsellor
   ❑ Priest/Religious leader
   ❑ Community leader
   ❑ Other (specify)

2. Who do you turn to now?
   ❑ Parent/Guardian
   ❑ Other relative (specify)
   ❑ Girl/Boyfriend
   ❑ Other friend
   ❑ Teacher/Counsellor
   ❑ Priest/Religious leader
   ❑ Community leader
   ❑ Other (specify)

3. What kind of relationship did you share with your parents at the time when you were 15 to 16 years of age?

   a.Mother/Step-mother/Grandmother:

   ❑ Very good ❑ Good
   ❑ Bad ❑ Very bad
   ❑ Can't remember ❑ NA

   b.Father/Step-father/Grandfather:

   ❑ Very good ❑ Good
   ❑ Bad ❑ Very bad
   ❑ Can't remember ❑ NA

4. After your exposure to post-secondary training/on-the-job training, would you say that this relationship has improved, worsened or remained the same?

   a. Mother/Step-mother/Grandmother
   ❑ Improved ❑ Remained the same
   ❑ Worsened ❑ NA

   b. Father/Step-father/Grandfather
   ❑ Improved ❑ Remained the same
   ❑ Worsened ❑ NA

5. What caused your relationship with your mother/step-mother/grandmother to improve/worsen?

6. What caused your relationship with your father/step-father/grandfather to improve/worsen?

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7. In your response to the following items, circle the answer that best expresses your feelings.
   1. Strongly agree
   2. Agree
   3. Disagree
   4. Strongly disagree

	SA	A	D	SD
a) I feel that I am a person of worth, at least on equal basis with others.	1	2	3	4
b) I feel that I have a number of good qualities.	1	2	3	4
c) All in all, I am inclined to feel that I am a failure.	1	2	3	4
d) I am able to do things as well as other people.	1	2	3	4
e) I feel I do not have much to be proud of.	1	2	3	4
f) I take a positive attitude toward myself.	1	2	3	4
g) On the whole I am satisfied with myself.	1	2	3	4
h) I wish I could have more respect for myself.	1	2	3	4
i) I certainly feel useless at times.	1	2	3	4
j) At times, I know I am no good at all.	1	2	3	4

F. Parental responsibilities

1. Looking after infants:

   a. What are the main challenges that you have faced in taking care of your children during their first year of life?

   b. Have you been able to overcome any of these challenges? Which ones have you been able to overcome and which haven't you been able to overcome? If overcome, when?

   c. Why have you been able to overcome some/all?

   d. Why haven't you been able to overcome some/any?

2. Looking after children:

   a. What are the main challenges that you have faced in taking care of your children when they were between the ages of 1 year and 12 years?
   b. Have you been able to overcome any of these challenges? Which ones have you been able to overcome and which haven't you been able to overcome?

   If overcome, when?

   c. Why have you been able to overcome some/all?

   d. Why haven't you been able to overcome some/any?

3. Looking after teenagers

   a. What are the main challenges that you have faced in taking care of your children as teenagers?
   b. Have you been able to overcome any of these challenges? Which ones have you been able to overcome and which haven't you been able to overcome?

   If overcome, when?

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c. Why have you been able to overcome some/all?

d. Why haven't you been able to overcome some/any?

4. Describe your experience as a parent.

5. Have you ever been exposed to training that taught you about parenting and other skills that would improve your relationships with other people?

   Name of the Course
   When?
   Where?

6. With respect to your parenting skills, what difference(s), if any, would you associate with your exposure to such training?

7. When parenting was taught, could you tell me whether or not, you had appreciated its full impact. What aspect of parenting had you appreciated at that time?

   What aspect didn't you appreciate?

8. Describe your experience, if any, with elderly persons who have been unable to take care of themselves.

9. With respect to taking care of such persons, what differences, if any, would you associate with exposure to the training that you received?

10. When taught about caring for the elderly, could you tell me whether or not, you had appreciated its full impact? What aspect had you appreciated at that time?

    What aspect didn't you appreciate?

G. Spiritual

1. What was your concept of and relationship with God before post-secondary training?

2. What is your concept and relationship with God now?

3. Has post-secondary training helped to change your concept/relationship with God for the better or for the worse? If "Yes", was it for the better or for the worse?

H. Qualitative life histories

1. **Employment histories**
   First to present job, month and year of each, kind of work, worker status, frequencies.

2. **Education histories**
   Formal school registrations, month and year of each, highest examination passed, year, frequencies.

3. **Training histories**
   Skills/Vocational training programmes, month and year, kind of skill, place of training, frequencies.

4. **Union histories**
   Commencement and termination of unions (married/common-law), month and year of commencement and termination of each, frequencies.

5. **Residence histories**
   Change of residence (local/international), month and year, frequencies.

6. **Public participation histories**
   Reference here is to the following: church, clubs, voluntary work, sports, drama, music, dance.
   Adoption of activity, cessation of activity, type of activity, month and year, if cease (why?), frequencies.

7. **Miscellaneous histories –**
   Children getting into trouble at school, in the neighbourhood. Personal problems (e.g., violence, alcoholism, drug abuse, drug addiction, the law).

   Commencement and termination of the problem, type of problem, month and year, frequencies.

I. Comments
(Any other final comments)

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APPENDIX 3

Questions for parents

1. Share with us your experience with your son/daughter.

- description of their personality
- demonstrating love, attention and caring to parents/siblings, etc.
- ability to deal with challenging situations
- ability to accommodate differences of opinion
- helping in the home
- caring for their own children
- being obedient to parents
- respecting parents/guardians/ grandparents/siblings/ adults in the community
- self-esteem
- level of communication
- tolerance with others of different races, religion
- spiritual life

2. Tell us about significant events/activities in your son's/daughter's life that made you proud of him or her.

3. Tell us about significant events/activities in your son's/daughter's life that you are not proud of.

For those participants who attended SERVOL, the parents were asked to recall significant behaviour changes that they had observed in their child because of his/her participation in the ADP or SERVOL in general.

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APPENDIX 4

Questions for community leaders

1. How long have you lived in this community?

2. How long have you known the youth?

3. Share with us your knowledge of and experience with the trainee or non-trainee?
   Areas include:

- Self-confidence
- Self-esteem
- Parental roles
- Contribution to community life
- Industry
- Education/training/aspiration
- Discipline – domestic vs community
- Special achievement within the community, nationally
- Role models

  Are they appropriate role models:
  - ❑ entrepreneurial skills
  - ❑ aptitude for work
  - ❑ education
  - ❑ special attributes
  - ❑ social relations (peers)
  - ❑ concern and support to the elderly
  - ❑ disadvantaged members within the society
  - ❑ sporting activities

APPENDIX 5

Questions for employers

Record: Type of industry, size, and ownership status (legal)

1. How long has participant worked in your establishment?

2. How have you experienced the participant with regards to:

- attendance at work
- dedication to duty
- service of customers
- relationships with co-workers
- job etiquette
- knowledge of the job/skills
- willingness and openness to learn
- generation of ideas
- completion of work
- respect for authority
- sense of responsibility
- using creative talents
- open to correction
- showing concern for other co-workers
- ability to move up in the organization
- quality of performance
- leadership/managerial skills
- trustworthiness
- seeking assistance to clearly understand what's to be done
- sporting activities

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Further information

Information about the Foundation, its grantmaking policy, and its work, as well as a list of publications, are available from the Foundation through the contact details given on the back cover.

Titles in the Following Teenage Series

A new door opened: a tracer study of the Teenage Mothers Project, Jamaica
Reli Dequazon-Johnson, 2001, Practice & Reflections No. 13

In the web of cultural transition: a tracer study of children in Embu District, Kenya
Ann Njenga & Margaret Kabiru, 2001, Practice & Reflections No. 14

The challenges of change: a tracer study of San Preschool children in Botswana
Willemien le Roux, 2002, Practice & Reflections No. 15

To handle life's challenges: a tracer study of Servol's Adolescent Development Programme in Trinidad, Jean Griffith, 2002, Practice & Reflections No. 16

Still going strong: a tracer study of the Community Mothers Programme, Ireland
Brenda Molloy, forthcoming

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Can a 14-week programme for adolescents have a lasting effect on their lives? This tracer study does not give a definitive answer, but it does show that, nearly 10 years on, 40 Trinidadians now in their mid to late 20s are doing their best to meet the challenges that life is throwing at them.

These young people, many of whom come from backgrounds of disadvantage and abuse, participated during 1991 in the Adolescent Development Programme run by SERVOL. They are employed and well thought-of by their employers; they have good levels of self-esteem and confidence; they are tolerant of others, including the elderly and members of different religions; they have better relationships with their parents than before; they are good communicators.

The study compared outcomes for former trainees with a similar group of young men and women and, although the differences between the groups were small, there are some subtle distinctions. For example: there is evidence of postponement of childbearing among former female trainees; former trainees had fewer problems finding jobs than the comparison group, and as satisfaction with life seemed to be closely related to employment, they enjoyed higher levels of satisfaction.

Adolescents are the parents of today and tomorrow, responsible for nurturing the next generations and the future development of our society. The former trainees believe that the course enhanced their parenting skills and they all felt that the programme had a positive impact on their lives.

And, most encouragingly, all those who are parents care very much about the future of their children.

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